OKLAHOMA CareerTech | Integrated English Literacy & Civics Education Grant Application Scoring Rubric

Instructions: Use the bulleted items under each question to determine which criterion best describes the applicants answer. Enter the corresponding score in the space provided.

Section Three: Application Narrative Required Information				
39 Points Possible				
1) Describe any cooperative arrangements your organization has with other agencies, institutions, or organizations for the delivery of adult education & family literacy activities.				
Level 4 **Meets All Criteria**	**Level 3** **Meets Most Criteria**	**Level 2** **Meets Some Criteria**	**Level 1** **Meets Few or No Criteria**	**Score**
Describes 5 or more cooperative arrangements the organization has with other agencies, institutions and/or organizations for the delivery of adult education and literacy activities.	Describes 3-4 cooperative arrangements the organization has with other agencies, institutions and/or organizations for the delivery of adult education and literacy activities.	Describes 1-2 cooperative arrangements the organization has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities.	Applicant does not address agency partners and/or cooperative arrangements the organization has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities.	
3 points	**2 points**	**1 point**	**0 points**	
2) Describe how your organization will provide services in alignment with the local workforce development area plan, including how your organization will promote concurrent enrollment in programs and activities under Title I, as appropriate.				
• Explains how the organization will provide services in alignment with the local workforce development plan in the workforce area(s) requested. • Information includes how the organization will promote concurrent enrollment in programs and activities under Title I, as appropriate. • The narrative describes the process in which co-enrollment will occur.	• Explains how the organization will provide services in alignment with the local workforce development plan in the workforce area(s) requested. • Explanation includes some information about how the organization will promote concurrent enrollment in programs and activities under Title I, as appropriate. • Briefly describes the process in which co-enrollment will occur.	• Partially explains how the organization will provide services in alignment with the local workforce development plan in the workforce area(s) requested. • Information does not include how the organization will promote concurrent enrollment in programs and activities under Title I, as appropriate.	• Explanation is not responsive on how the organization will provide services in alignment with the local workforce development plan in the workforce area(s) requested. • Information is not provided on how the organization will promote concurrent enrollment in programs and activities under Title I, as appropriate.	
3 points	**2 points**	**1 point**	**0 points**	

3) Provide a description of how your organization will meet the state adjusted levels of performance for the primary indicators of performance, including how your organization will collect data to report on the performance indicators. The Primary Indicators of Performance are the following:

   a. Credential Attainment Rate

• Fully describes how the organization will meet the state-adjusted levels of performance, including how the organization will collect data to report on the Credential Attainment Rate. • Provides collection data methods and processes on how the organization will meet state-adjusted levels of performance.	• Partially describes how the organization will meet the state-adjusted levels of performance, including how the organization will collect data to report on the Credential Attainment Rate. • Provides collection data methods and processes on how the organization will meet state-adjusted levels of performance.	• Partially describes how the organization will meet the state-adjusted levels of performance, including how the organization will collect data to report on the Credential Attainment Rate. • Does not provides collection data methods and processes on how the organization will meet state-adjusted levels of performance.	• Does not explain how the organization will meet the state-adjusted levels of performance, including how the organization will collect data to report on the Credential Attainment Rate. • Does not provides collection data methods and processes on how the organization will meet state-adjusted levels of performance.
3 points	**2 points**	**1 point**	**0 points**

   b. Measurable Skills Gain

• Fully describes how the organization will meet the state-adjusted levels of performance, including how the organization will collect data to report on the Measurable Skills. • Provides collection data methods and processes on how the organization will meet state-adjusted levels of performance.	• Partially describes how the organization will meet the state-adjusted levels of performance, including how the organization will collect data to report on the Measurable Skills. • Provides collection data methods and processes on how the organization will meet state-adjusted levels of performance.	• Partially describes how the organization will meet the state-adjusted levels of performance, including how the organization will collect data to report on the Measurable Skills. • Does not provides collection data methods and processes on how the organization will meet state-adjusted levels of performance.	• Does not explain how the organization will meet the state-adjusted levels of performance, including how the organization will collect data to report on the Measurable Skills. • Does not provides collection data methods and processes on how the organization will meet state-adjusted levels of performance.
3 points	**2 points**	**1 point**	**0 points**

   c. Effectiveness in Serving Employers

• Fully describes how the organization will meet the state-adjusted levels of performance, including how the organization will collect data to report on the Effectiveness in Serving Employers. • Provides collection data methods and processes on how the organization will meet state-adjusted levels of performance.	• Fully explains how the organization will meet the state-adjusted levels of performance, including how the organization will collect data to report on the Effectiveness in Serving Employers. • Provides collection data methods and processes on how the organization will meet state-adjusted levels of performance.	• Partially explains how the organization will meet the state-adjusted levels of performance, including how the organization will collect data to report on the Effectiveness in Serving Employers. • Does not provides collection data methods and processes on how the organization will meet state-adjusted levels of performance.	• Does not explain how the organization will meet the state-adjusted levels of performance, including how the organization will collect data to report on the Effectiveness in Serving Employers. • Does not provides collection data methods and processes on how the organization will meet state-adjusted levels of performance.
3 points	**2 points**	**1 point**	**0 points**

d. Median Earnings				
• Fully describes how the organization will meet the state-adjusted levels of performance, including how the organization will collect data to report on the Median Earnings. • Provides collection data methods and processes on how the organization will meet state-adjusted levels of performance.	• Fully explains how the organization will meet the state-adjusted levels of performance, including how the organization will collect data to report on the Median Earnings. • Provides collection data methods and processes on how the organization will meet state-adjusted levels of performance.	• Partially explains how the organization will meet the state-adjusted levels of performance, including how the organization will collect data to report on the Median Earnings. • Does not provides collection data methods and processes on how the organization will meet state-adjusted levels of performance.	• Does not explain how the organization will meet the state-adjusted levels of performance, including how the organization will collect data to report on the Median Earnings. • Does not provides collection data methods and processes on how the organization will meet state-adjusted levels of performance.	
3 points	**2 points**	**1 point**	**0 points**	
e. Employment Rate				
• Fully describes how the organization will meet the state-adjusted levels of performance, including how the organization will collect data to report on the Employment Rate. • Provides collection data methods and processes on how the organization will meet state-adjusted levels of performance.	• Fully explains how the organization will meet the state-adjusted levels of performance, including how the organization will collect data to report on the Employment Rate. • Provides collection data methods and processes on how the organization will meet state-adjusted levels of performance.	• Partially explains how the organization will meet the state-adjusted levels of performance, including how the organization will collect data to report on the Employment Rate. • Does not provides collection data methods and processes on how the organization will meet state-adjusted levels of performance.	• Does not explain how the organization will meet the state-adjusted levels of performance, including how the organization will collect data to report on the Employment Rate. • Does not provides collection data methods and processes on how the organization will meet state-adjusted levels of performance.	
3 points	**2 points**	**1 point**	**0 points**	
4) Describe how your organization will fulfill, as appropriate, required one-stop partner responsibilities to achieve the following: a. Provide access through the one-stop delivery system to adult education & family literacy activities.				
• Fully explains how the organization will provide access through the one-stop delivery system to adult education & family literacy activities. • Provides many details.	• Clearly explains how the organization will provide access through the one-stop delivery system to adult education & family literacy activities. • Provides some details.	• Partially explains how the organization will provide access through the one-stop delivery system to adult education & family literacy activities. • Provides few details.	• Does not explain how the organization will provide access through the one-stop delivery system to adult education & family literacy activities. • Does not provide details.	
3 points	**2 points**	**1 point**	**0 points**	
b. Use a portion of the grant funds to maintain the one-stop delivery system, including payment of the infrastructure costs 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.				
• Fully explains how the organization will use a portion of	• Explains how the organization will use a portion of the grant	• Partially explains how the organization will use a portion of	• Does not explain how the organization will use a portion of	

the grant funds to maintain the one-stop delivery system. • Includes payment of the infrastructure costs for the one-stop centers, in accordance with the methods agreed upon by the local board described in the memorandum of understanding or the determination of the governor regarding state one-stop infrastructure funding. • Provides many details.	funds to maintain the one-stop delivery system. • Includes payment of the infrastructure costs for the one-stop centers, in accordance with the methods agreed upon by the local board described in the memorandum of understanding or the determination of the governor regarding state one-stop infrastructure funding. • Provides some details.	the grant funds to maintain the one-stop delivery system. • Does not includes payment of the infrastructure costs for the one-stop centers, in accordance with the methods agreed upon by the local board described in the memorandum of understanding or the determination of the governor regarding state one-stop infrastructure funding. • Provides few details.	the grant funds to maintain the one-stop delivery system. • Does not include payment of the infrastructure costs for the one-stop centers, in accordance with the methods agreed upon by the local board described in the memorandum of understanding or the determination of the governor regarding state one-stop infrastructure funding. • Does not provide details.	
3 points	**2 points**	**1 point**	**0 points**	
c. Enter into a local memorandum of understanding with the local board relating to the operations of the one-stop system.				
• Fully explains how the organization will enter into a local memorandum of understanding with the local board relating to the operations of the one-stop system. • Provides details.	• Explains how the organization will enter into a local memorandum of understanding with the local board relating to the operations of the one-stop system. • Some details missing.	• Partially explains how the organization will enter into a local memorandum of understanding with the local board relating to the operations of the one-stop system. • Provides few details.	• Little explanation of how the organization will enter into a local memorandum of understanding with the local board relating to the operations of the one-stop system. • Does not provide details.	
3 points	**2 points**	**1 point**	**0 points**	
d. Participate in the operation of the one-stop system consistent with the terms of the memorandum of understanding and the requirements of WIOA.				
• Fully explains how the organization will participate in the operation of the one-stop system consistent with the terms of the memorandum of understanding and the requirements of WIOA. • Provides details.	• Explains how the organization will participate in the operation of the one-stop system consistent with the terms of the memorandum of understanding and the requirements of WIOA. • Some details missing.	• Partially explains how the organization will participate in the operation of the one-stop system consistent with the terms of the memorandum of understanding and the requirements of WIOA. • Provides few details.	• Little explanation of how the organization will participate in the operation of the one-stop system consistent with the terms of the memorandum of understanding and the requirements of WIOA. • Does not provide details.	
3 points	**2 points**	**1 point**	**0 points**	
e. Provide representation to the state board				
• Fully explains how the organization will provide representation to the state board. • Provides details.	• Explains how the organization will provide representation to the state board. • Some details missing.	• Partially explains how the organization will provide representation to the state board. • Provides few details.	• Little explanation of how the organization will provide representation to the state board. • Some details missing.	
3 points	**2 points**	**1 point**	**0 points**	
5) Describe how your organization will provide services in a manner that meets the needs of eligible individuals.				
• Fully explains how the organization will provide services in a manner that meets the needs	• Briefly explains how the organization will provide services in a manner that meets the needs	• Partially explains how the organization will provide services in a manner that meets the needs of	• Does not explain how the organization will provide services in a manner that meets	

of eligible individuals in the counties they are requesting to serve. • Includes strategies on how the organization will meet the needs of eligible individuals in the Workforce Development Area(s) requested. • Includes steps proposed to take to ensure equitable access to, and participation in, the federally assisted program for students, teachers, and other program beneficiaries with special needs. • Includes how the program proposes to prevent barriers from occurring that can impede equitable access or participation for: gender, race, national origin, color, disability, or age.	of eligible individuals in the counties they are requesting to serve. • Includes strategies on how the organization will meet the needs of eligible individuals in the Workforce Development Area(s) requested. • Includes a few steps proposed to take to ensure equitable access to, and participation in, the federally assisted program for students, teachers, and other program beneficiaries with special needs. • Includes some information about how the program proposes to prevent barriers from occurring that can impede equitable access or participation for: gender, race, national origin, color, disability, or age.	eligible individuals in the counties they are requesting to serve. • Does not include strategies on how the organization will meet the needs of eligible individuals in the Workforce Development Area(s) requested. • Includes a few steps proposed to take to ensure equitable access to, and participation in, the federally assisted program for students, teachers, and other program beneficiaries with special needs. • Provides little information about how the program proposes to prevent barriers from occurring that can impede equitable access or participation for: gender, race, national origin, color, disability, or age.	the needs of the eligible individuals in the counties they are requesting to serve. • Does not include strategies on how the organization will meet the needs of eligible individuals in the Workforce Development Area(s) requested. • Does not include steps proposed to take to ensure equitable access to, and participation in, the federally assisted program for students, teachers, and other program beneficiaries with special needs. • Does not provide information about how the program proposes to prevent barriers from occurring that can impede equitable access or participation for: gender, race, national origin, color, disability, or age.	
3 points	**2 points**	**1 point**	**0 points**	

Thirteen Considerations
78 Points Possible

6) Describe the degree to which your organization will be responsive to the following:
   a. Regional needs as identified in the local workforce development area plan.
   b. Serving individuals in the community who were identified in the plan as most in need of adult education & family literacy activities, including individuals who:
      i. Have low levels of literacy skills; or
      ii. Are English language learners.

• Fully responsive to the regional needs as identified in the local workforce development plan in the Workforce Development Area(s) requested. • Fully indicates the degree to which the organization would be responsive to serving individuals in the community as most in need of adult education and literacy activities, including individuals who have low levels of literacy skills or who are English language learners.	• Somewhat responsive to the regional needs as identified in the local workforce development plan in the Workforce Development Area(s) requested. • Partially indicates the degree to which the organization would be responsive to serving individuals in the community as most in need of adult education and literacy activities, including individuals who have low levels of literacy skills or who are English language learners.	• Partially responsive to the regional needs as identified in the local workforce development plan in the Workforce Development Area(s) requested. • Does not indicate the degree to which the organization would be responsive to serving individuals in the community as most in need of adult education and literacy activities, including individuals who have low levels of literacy skills or who are English language learners.	• Is not responsive to the regional needs as identified in the local workforce development plan in the Workforce Development Area(s) requested. • Is not responsive to the degree to which the organization would be responsive to serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals who have low levels of literacy skills or who are English language learners.	
6 points	**4-5 points**	**2-3 points**	**0-1 point**	

7) Describe the ability of your organization to serve eligible individuals with disabilities, including eligible individuals with learning disabilities.

• Fully explains the organization's ability to serve eligible individuals with disabilities in the Workforce Development Area(s) they are requesting, including eligible individuals with learning disabilities. • Discusses accommodations for individuals with both physical and learning disabilities. • Includes strategies to serve individuals with disabilities.	• Explains how the organization will serve eligible individuals with disabilities in the Workforce Development Area(s) they are requesting, including eligible individuals with learning disabilities. • Includes some strategies on serving individuals with disabilities. • Does not thoroughly discuss accommodations and strategies.	• Partially explains how the organization will serve eligible individuals with disabilities in the Workforce Development Area(s) they are requesting, including eligible individuals with learning disabilities. • Does not include strategies or accommodations for serving individuals with disabilities.	• Does not explain the organization's ability to serve eligible individuals with disabilities in the Workforce Development Area(s) they are requesting, including eligible individuals with learning disabilities. • Does not include strategies on serving individuals with disabilities.	
6 points	**4-5 points**	**2-3 points**	**0-1 point**	

8) Describe the past effectiveness of your organization in improving the literacy of eligible individuals, especially those individuals who have low levels of literacy, and the degree to which those improvements contribute to the eligible agency meeting its state-adjusted levels of performance for the primary indicators of performance.

• Fully explains the past effectiveness of the organization in improving the literacy of eligible individuals.	• Fully describes the effectiveness of the organization in improving the literacy of eligible individuals.	• Partially describes the effectiveness of the organization in improving the literacy of eligible individuals.	• Not responsive to the past effectiveness of the organization in improving the literacy of eligible individuals.	

• Data indicates the organization has been very effective in serving eligible individuals. • Data levels display performance above state benchmark MSG of 40 percent. • Three content domains are addressed.	• Data indicates the organization has been somewhat effective in serving eligible individuals. • Data levels display performance five to ten percentage points below the state benchmark MSG of 40 percent. • Two content domains are addressed.	• Data indicates the organization has not been effective in serving eligible individuals. • Data levels display performance ten to fifteen percentage points below the state benchmark MSG of 40 percent. • One content domain addressed.	• Data does not indicate the organization has been effective in serving eligible individuals. • Data levels display performance fifteen or more percentage points below the state benchmark MSG of 40 percent. • No content domains addressed.	
6 points	**4-5 points**	**2-3 points**	**0-1 point**	
9) Describe the extent to which your organization demonstrates alignment between proposed activities and services and the strategy and goals of the local workforce development area board plan, as well as the activities and services of the one-stop partners.				
Fully describes how the organization demonstrates alignment between proposed activities and services and the strategy and goals of the local Workforce Development Area board plan, as well as the activities and services of the one-stop partners, in the workforce area(s) they are requesting.	Describes some of the details of how the organization demonstrates alignment between proposed activities and services and the strategy and goals of the local Workforce Development Area board plan, as well as the activities and services of the one-stop partners, in the workforce area(s) they are requesting.	Provides little description of how the organization demonstrates alignment between proposed activities and services and the strategy and goals of the local Workforce Development Area board plan. It describes a few of the activities and services of the one-stop partners, in the workforce area(s) they are requesting.	Does not describe how the organization demonstrates alignment between proposed activities and services and the strategy and goals of the local Workforce Development Area board plan. It does not describe activities and services of the one-stop partners, in the workforce area(s) they are requesting.	
6 points	**4-5 points**	**2-3 points**	**0-1 point**	

10) Describe whether your organization'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.				

• Fully describes how the organization's program is of sufficient intensity and quality and based on the most rigorous research available so that participants achieve substantial learning gains. • Fully responsive to how the organization's program uses instructional practices that include the essential components of reading instruction.	• Describes how the organization's program is of sufficient intensity and quality and based on the most rigorous research available so that participants achieve substantial learning gains. • Partially responsive to how the organization's program uses instructional practices that include the essential components of reading instruction.	• Provides some details of how the organization's program is of sufficient intensity and quality and based on the most rigorous research available so that participants achieve substantial learning gains. • Does not indicate how the organization's program uses instructional practices that include the essential components of reading instruction.	• Does not describe how the organization's program is of sufficient intensity and quality and based on the most rigorous research available so that participants achieve substantial learning gains. • Does not indicate how the organization's program uses instructional practices that include the essential components of reading instruction.	
6 points	**4-5 points**	**2-3 points**	**0-1 point**	
11) Describe whether your program'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, including scientifically valid research and effective educational practice.				
• Fully describes how the organization's activities are based on the best practices derived from the most rigorous research	• Describes how the organization's activities are based on the best practices derived from the most rigorous research available and	• Partially describes how the organization's activities are based on the best practices derived from the most rigorous research	• Does not describe how the organization's activities are based on the best practices derived from the most rigorous	

available and appropriate, including scientifically valid research and effective educational practice. • All educational practices described are based on best practices and sound research. • At least four areas of instruction are discussed and based on best practices.	appropriate, including scientifically valid research and effective educational practice. • Some educational practices described are based on best practices and sound research. • At least three areas of instruction are discussed and based on best practices.	available and appropriate, including scientifically valid research and effective educational practice. • Some educational practices described are based on best practices and sound research. • At least two areas of instruction are discussed and based on best practices.	research available and appropriate, including scientifically valid research and effective educational practice. • Educational practices described are not based on best practices and sound research. • Few areas of instruction are discussed and based on best practices.	
6 points	**4-5 points**	**2-3 points**	**0-1 points**	
12) Describe whether your organization'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.				
• Fully describes how the organization's activities effectively use technology, services, and delivery systems and how such technology, services, and systems lead to improved performance. • Fully explains how the organization's activities effectively use distance education in a manner sufficient to increase the amount and quality of learning.	• Partially describes how the organization's activities effectively use technology, services, and delivery systems and how such technology, services, and systems lead to improved performance. • Explains how the organization's activities effectively use distance education in a manner sufficient to increase the amount and quality of learning.	• Describes a few details of how the organization's activities effectively use technology, services, and delivery systems and how such technology, services, and systems lead to improved performance. • Partially explains how the organization's activities effectively use distance education in a manner sufficient to increase the amount and quality of learning.	• Does not describe how the organization's activities effectively use technology, services, and delivery systems and how such technology, services, and systems lead to improved performance. • Does not explain how the organization's activities effectively use distance education in a manner sufficient to increase the amount and quality of learning.	
6 points	**4-5 points**	**2-3 points**	**0-1 points**	

13) Describe whether your organization'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 exercise the rights and responsibilities of citizenship.				
• Fully explains how the organization'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. • Fully explains how the organization's activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to obtain and advance in employment leading to economic self-sufficiency. • Fully describes how the organization's activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to exercise the rights and responsibilities of citizenship. • IET will not apply to all applicants.	• Partially explains how the organization'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. • Partially explains how the organization's activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to obtain and advance in employment leading to economic self-sufficiency. • Partially describes how the organization's activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to exercise the rights and responsibilities of citizenship. • IET will not apply to all applicants.	• Provides few details of how the organization's activities provide learning in context, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs. • Few details are provided about how the organization's activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to obtain and advance in employment leading to economic self-sufficiency. • Few details are provided about learning in context, including through integrated education and training, so that an individual acquires the skills needed to exercise the rights and responsibilities of citizenship. • IET will not apply to all applicants.	• Does not describe how the organization'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. • Does not describe how the organization's activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to obtain and advance in employment leading to economic self-sufficiency. • IET will not apply to all applicants.	
6 points	**4-5 points**	**2-3 points**	**0-1 points**	
14) Describe whether your organization's activities are delivered by 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.				
• Fully describes how the organization's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum standard established by the State. • Fully explains how the organization's activities are delivered by well-trained	• Partially describes how the organization's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum standard established by the State. • Instructors and administrators are trained adequately and possess	• Provides a few details of how the organization's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum standard established by the State. • Instructors and administrators have some training that meets some of	• Does not describe how the organization's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State. • Instructors and administrators are not well trained and do not possess	

instructors, counselors, and administrators who have access to high quality professional development, including through electronic means.	the minimum qualifications established by the State. • Partially explains how the organization's activities are delivered by well-trained instructors, counselors, and administrators who have access to high quality professional development, including through electronic means.	the qualifications established by the State. • Partially explains how the organization's activities are delivered by instructors, counselors, and administrators who have access to high quality professional development. • Does not include professional development through electronic means.	the necessary qualifications established by the State. • Does not explain how the organization's activities are delivered by well-trained instructors, counselors, and administrators who have access to high quality professional development. • Does not include professional development through electronic means.	
6 points	**4-5 points**	**2-3 points**	**0-1 points**	

15) Describe whether your organization's activities will 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 development area boards one-stop centers; job training programs; and social service agencies; business; industry; labor organizations; community-based organizations; nonprofit organizations; and intermediaries, in the development of career pathways.

• Fully describes how the organization's activities coordinate with other available education, training, and social services resources in the community for the development of career pathways. • Includes several examples of career pathways that are under development in the program.	• Partially describes how the organization's activities coordinate with other available education, training, and social service resources in the community for the development of career pathways. • Includes very few examples of career pathways that are under development in the program.	• Provides few details about how the organization's activities coordinate with other available education, training, and social service resources in the community for the development of career pathways. • Does not include examples of career pathways that are under development in the program.	• Does not describe how the organization's activities coordinate with other available education, training, and social service resources in the community for the development of career pathways. • Does not include examples of career pathways that are under development in the program.	
6 points	**4-5 points**	**2-3 points**	**0-1 points**	

16) Describe whether your organization will offer the flexible schedules and coordination with federal, state, and local support services that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.

• Fully describes how the organization's activities offer flexible schedules and coordination with federal, state, and local support services that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs. • Frequent coordination with other federal, state, and local support services exists for eligible individuals.	• Partially describes how the organization's activities offer flexible schedules and coordination with federal, state, and local support services that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs. • Some coordination with other federal, state, and local support services exists for eligible individuals.	• Provides few of the organization's activities that offer flexible schedules and coordination with federal, state, and local support services that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs. • Very little coordination with other federal, state, and local support services exists for eligible individuals.	• Does not describe how the organization's activities offer flexible schedules and coordination with federal, state, and local support services that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs. • Does not coordinate with other federal, state, and local support services exists for eligible individuals.	
6 points	**4-5 points**	**2-3 points**	**0-1 points**	

17) Describe whether your organization maintains a high-quality information management system that has the capacity to report measurable participant outcomes and to monitor program performance.				
Fully describes how the organization maintains a high-quality information management system that has the capacity to report measurable participant outcomes and to monitor program performance.	Partially describes how the organization maintains a high-quality information management system that has the capacity to report measurable participant outcomes and to monitor program performance.	Describes few details of how the organization maintains a high-quality information management system that has the capacity to report measurable participant outcomes and to monitor program performance.	Does not describe how the organization maintains a high-quality information management system that has the capacity to report measurable participant outcomes and to monitor program performance.	
6 points	**4-5 points**	**2-3 points**	**0-1 points**	
18) Describe whether the area in which your organization is located has a demonstrated need for additional English language acquisition programs and civics education programs.				
• Fully describes how local areas in which the organization is located have a demonstrated need for additional English language acquisition programs and civics education programs. • Local area in which the organization is located is the local workforce area(s) that are being requested to serve.	• Partially describes how the local areas in which the organization is located have a demonstrated need for additional English language acquisition programs and civics education programs. • Local area in which the organization is located is the local workforce area(s) that are being requested to serve.	• Few details were given of how the local areas in which the organization is located have a demonstrated need for additional English language acquisition programs and civics education programs. • Local area in which the organization is located is the local workforce area(s) that are being requested to serve.	• Does not describe how the local areas in which the organization is located have a demonstrated need for additional English language acquisition programs and civics education programs. • Local area in which the organization is located is not the local workforce area(s) that are being requested to serve.	
6 points	**4-5 points**	**2-3 points**	**0-1 points**	

Integrated English Literacy and Civics Education
30 Points Possible

19) Describe the eligible individuals to be served in this IELCE program.				
Fully describes the eligible individuals to be served.	Partially describes the eligible individuals to be served with some information missing.	Briefly describes the eligible individuals to be served with few details.	Does not described the eligible individuals to be served. Very little information provided.	
3 points	**2 points**	**1 point**	**0 points**	
20) Are professionals with degrees and credentials in their native countries included in the target population? Why (not)?				
Provides a complete response with a detailed explanation.	Good solid response with clear explanation.	Brief response with little explanation.	Does not provide a clear explanation.	
3 points	**2 points**	**1 point**	**0 points**	
21) What demographics or other data were used to determine the target population for this IELCE program?				
Fully describes the demographics or other data used to determine the target population.	Describes the demographics or other data used to determine the target population with a few details omitted.	Partially describes the demographics or other data used to determine the target population with several details omitted.	Does not provide the demographics or other data used to determine the target population.	
3 points	**2 points**	**1 point**	**0 points**	
22) Describe the literacy and English language instruction.				
Fully describes the literacy and English language instruction with many details.	Describes the literacy and English language instruction with several details.	Partially describes the literacy and English language instruction with few details.	Lists the literacy and English language instruction curriculum without providing details.	
3 points	**2 points**	**1 point**	**0 points**	
23) How is it aligned with the State's content standards for adult education?				
Fully describes how the organization's demographics or other data align with the State's content standards for adult education.	Describes how the organization's demographics or other data align with the State's content standards for adult education with a few details omitted.	Partially describes how the organization's demographics or other data align with the State's content standards for adult education with a several details omitted.	Provides few details of how the organization's demographics or other data align with the State's content standards for adult education.	
3 points	**2 points**	**1 point**	**0 points**	
24) Describe the rights and responsibilities of citizenship and civic participation instruction – how is it offered in the IELCE program?				
• Fully describes the rights and responsibilities of citizenship and civic participation instruction. • Fully explains how the rights and responsibilities of citizenship and civic participation instruction is offered in the IELCE program.	• Provides a basic description of the rights and responsibilities of citizenship and civic participation instruction. • Briefly explains how the rights and responsibilities of citizenship and civic participation instruction is offered in the IELCE program.	• Partially describes the rights and responsibilities of citizenship and civic participation instruction. • Provides little explanation of how the rights and responsibilities of citizenship and civic participation instruction is offered in the IELCE program.	• Provides few details about the rights and responsibilities of citizenship and civic participation instruction. • Does not provide an explanation of how the rights and responsibilities of citizenship and civic participation instruction is offered in the IELCE program.	
3 points	**2 points**	**1 point**	**0 points**	

25) How is IELCE delivered in combination with the IET activities for participants?				
Fully explains how IELCE is delivered in combination with the IET activities for participants with many details.	Provides a good explanation of how IELCE is delivered in combination with the IET activities for participants with some detail.	Brief explanation of how IELCE is delivered in combination with the IET activities for participants with a few details.	Very little explanation of how IELCE is delivered and does not include explanation of how it is combined with IET activities.	
3 points	**2 points**	**1 point**	**0 points**	

26) If participants are co-enrolled in an IET program provided from sources other than WIOA Section 243 funding, describe how IELCE participants access and participate in the IET program?
This information will improve the overall quality of your application score.

27) If the IET program is provided using WIOA Section 243 funds, describe how IELCE participants access and participate in the IET program?
This information will improve the overall quality of your application score.

28) What is the strategy or design for preparing ELL participants for, and placing them in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency?				
• Fully explains and provides many details about the strategy or design for preparing ELL participants for, and placing them in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency. • Includes information about partnering with agencies &/or industry.	• Provides a simple explanation and a few details about the strategy or design for preparing ELL participants for, and placing them in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency. • Includes information about partnering with agencies &/or industry.	• Provides a brief explanation of the strategy or design for preparing ELL participants for, and placing them in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency. • Does not include information about partnering with agencies &/or industry.	• Explanation is very brief and does not address in-demand industries and occupations that lead to economic self-sufficiency. • Does not include information about partnering with agencies &/or industry.	
3 points	**2 points**	**1 point**	**0 points**	

29) How does this IELCE program integrate with the local workforce development system to carry out the activities of the program?				
• Fully explains how program integrates with the local workforce development system to carry out the activities of the program. • Provides many examples.	• Explains how program integrates with the local workforce development system to carry out the activities of the program. • Provides some examples.	• Explains how program integrates with the local workforce development system to carry out the activities of the program. • Provides a few examples.	• Briefly explains how the program integrates with the local workforce development system to carry out the activities of the program. • Does not provide examples.	
3 points	**2 points**	**1 point**	**0 points**	

30) How will your organization ensure that the required components of an integrated education and training program funded under title II are met?				
• Fully explains how the organization will ensure that the required components of an integrated education and training program funded under title II are met. • Includes all components and provides many details.	• Provides a basic explanation of how the organization will ensure that the required components of an integrated education and training program funded under title II are met. • Includes most components and a few details.	• Provides a brief explanation of how the organization will ensure that the required components of an integrated education and training program funded under title II are met. • Includes several components but provides few details.	• Provides a very brief explanation of how the organization will ensure that the required components of an integrated education and training program funded under title II are met. • Includes few components and no details.	
3 points	**2 points**	**1 point**	**0 points**	

Section Four: Budget
39 Points Possible

Budget: Enter the organization's budget in the table provided.				
• Budget provides the resources to operate an effective program. • Has a proportionate ratio of instructional and administrative expenses. • Innovative methodology	• Budget provides adequate resources to operate a program. • Higher percentage spending on one area over another.	• Budget is limited in providing resources to operate a program. • Higher administration ratio of expenses vs. instructional expenses.	• Budget is insufficient to operate a program. • Does not address the instructional component effectively putting too much money towards admin, supplies, curriculum writing, etc.	
10-13 points	**6-9 points**	**3-5 points**	**0-2 points**	
Provide a detailed description for each line item of how awarded funds will be spent consistent with the grant requirements. Include items such as positions that will be funded by salaries and benefits and specific supplies and the purpose for which they are purchased.				
• Provides comprehensive description for each budget item. • Indicates how many staff will be compensated with benefits. • Includes supplies/equipment that will be purchased and how used for each classroom/site. • Includes travel for training and instruction. • Lodging and per diem for required training is documented.	• Provides a description for each budget item. • A few details are missing.	• Provides a brief description for each budget item. • Does not provide information on how funds will be used.	• Provides little to no information regarding budget items.	
20-26 points	**13-19 points**	**6-12 points**	**0-5 points**	
Total Possible Points = 186			**TOTAL**	