ALASKA ADULT EDUCATION GRANT APPLICATION REVIEW CRITERIA AND SCORING RUBRIC

The following grant application criteria and scoring rubric will be used when evaluating each application for Adult Education and Family Literacy Act (AEFLA) grant funding. A minimum score of 60 percent must be attained for applicant to be considered for award.

The criteria is based on the Release for Grant Application (RGA) requirements and each section must be completed based upon the Corrections Education and the Education of Other Institutionalized Individuals (WIOA Section 225))

Did the applicant provide the following?		
Contact Information	☐ Yes	☐ No
Applicant Name	☐ Yes	☐ No
Type of Organization (Eligible Provider) Stated	☐ Yes	☐ No
DUNS Number	☐ Yes	☐ No
Job Descriptions	☐ Yes	☐ No
Signed Assurances and Certifications	☐ Yes	☐ No
Proposed Class Schedule	☐ Yes	☐ No
Signed Terms and Conditions	☐ Yes	☐ No
Project Budget Form 165	☐ Yes	☐ No
Signed Certification Regarding Debarment and Suspension	☐ Yes	☐ No
Program area of capability to address with grant funding	☐ Yes	☐ No
Resumes (If Applicable)	☐ Yes	☐ No
Indirect Cost Rates (If Applicable)	☐ Yes	☐ No
Letters of Support (optional)	☐ Yes	☐ No
Is the applicant an Eligible Provider?	☐ Yes	☐ No
Previously funded under WIOA Title II, AEFLA	☐ Yes	☐ No

DOLWD Official Use Only

Reviewer: _____

Reviewer Title: _____

Date: _____

Applicant: _____

Date Received in AAE Office: _____

Eligible provider demonstrate past effectiveness by providing performance data ☐ Yes ☐ No

Total Score for Application: _____

Max Points - Corrections: 204
Min Points - Corrections: 122
Max Additional Points Available - Corrections: 6

Grant applications will be read and scored independently by a team of reviewers. The review panel will score each application and meet to discuss substantial variation to determine a final score. Each criteria will be scored using a score from 0 to 3 based on the thoroughness of the responses.

RATING CRITERIA:
Absent - *information is absent*
Limited - *information is incomplete and/or lacked details*
Acceptable - *information is clear and appropriate, but is limited in detail*
Excellent - *information is well written, easily understandable and complete, provides detailed examples*

Plan for Adult Education Service Delivery Corrections Education and the Education of Other Institutionalized Individuals Grants (12 points possible)					
Description	**Absent**	**Limited**	**Acceptable**	**Excellent**	**Comments**
Maximum Score Possible	**0**	**1**	**2**	**3**	
Does the narrative provide an in-depth overview of the organization's experience in serving adults, including providing adult education and literacy activities?					
Does the applicant clearly outline the organizations proposed grant activities, the manner in which they will be implemented, and the organizational goals for adult education?					
Does the applicant show a need in the community for services and how they proposed to address that need?					
Does the grant narratives provide a description of how the eligible provider will meet the state negotiated levels of performance identified in the Alaska Combined State Plan					
Regional Needs Assessment and Labor Market Analysis Corrections Education and the Education of Other Institutionalized Individuals Grants (12 points possible)					
Description	**Absent**	**Limited**	**Acceptable**	**Excellent**	**Comments**
Maximum Score Possible	**0**	**1**	**2**	**3**	
Did the agency describe the characteristics of adults, aged 16 and older, in the region and how they may benefit from AAE services?					

Does the Narrative include a statement regarding the number of adults who: • have an education level below the 12th grade; • have not earned a high school diploma or its equivalent; • report not being able to speak, read, or write the English language; and • likely to exit correctional institution within five years of program participation?					
Did the provider include information to support a demonstrated need: • for English language acquisition and civic education programs; and • an AAE program and services within their region including outlying communities?					
Is the *Regional Labor Market Analysis* chart attached and complete?					

Serving Individuals with Barriers, including Disabilities **Corrections Education and the Education of Other Institutionalized Individuals Grants (15 points possible)**					
Description	**Absent**	**Limited**	**Acceptable**	**Excellent**	**Comments**
Maximum Score Possible	**0**	**1**	**2**	**3**	
Is the Department of Correction (DOC) policy to support individuals with disabilities, including learning disabilities, attached to the application?					
Did the applicant provide a statement to ensure their status as an equal opportunity employer? Does it state they will not discriminate in employment, supervision, practices, services, or educational services?					

Is the General Education Provisions Act (GEPA) statement present and does it highlighted six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age and how the agency will address those barriers?					
Does the narrative include the steps the applicant proposes to take to ensure equitable access to, and participation in, the adult education program for students, teachers, and other program beneficiaries with special needs?					
Does the narrative address whether barriers may prevent students, teachers, etc. from access or participation in adult education and literacy activities?					
Past Effectiveness **Corrections Education and the Education of Other Institutionalized Individuals Grants (18 points possible)**					
Description	**Absent**	**Limited**	**Acceptable**	**Excellent**	**Comments**
Maximum Score Possible	**0**	**1**	**2**	**3**	
Does the *Average percentage of Students* show an increase in *Achieving a Least One EFL or Grade Equivalency Level Gain*?					
Does the average *Percentage of Students Who Earned a Diploma/GED* show an increase?					
Does the *Average Percentage of Students Achieving Outcome* show gains?					
Does the narrative describe the student population reported in the data, including number of students for each year?					

Description	Absent	Limited	Acceptable	Excellent	Comments
Does the narrative clearly indicate assessments used and methodology for demonstrating student growth, including pre- and post-testing gains?					
Did the applicant describe policies and procedures for maintaining valid and reliable data?					
Alignment with One-stop Partners **Corrections Education and the Education of Other Institutionalized Individuals Grants (9 points possible)**					
Description	**Absent**	**Limited**	**Acceptable**	**Excellent**	**Comments**
Maximum Score Possible	**0**	**1**	**2**	**3**	
Does the narrative clearly describe the implementation of the Alaska Job Center Network (AJCN) MOU in their community and how this benefits adult learners?					
Did the applicant provide a description of how the program will align and coordinate with the local job center?					
Are all criteria present WIOA required alignment services with the local AJCN: • outreach and orientation; • skills assessment; • partner referral; • supportive services information; • financial aid application assistance; and • training services?					
Intensity, Duration, and Flexible Scheduling **Corrections Education and the Education of Other Institutionalized Individuals Grants (24 points possible)**					
Description	**Absent**	**Limited**	**Acceptable**	**Excellent**	**Comments**
Maximum Score Possible	**0**	**1**	**2**	**3**	
Did the provider attach a completed proposed class schedule to the applications?					

Is there a description of enrollment system (open, managed, entry based, etc.) and student's expectations for attendance (hours per day, week, month, etc.) provided?					
Does the narrative describe how the instructional schedule aligns with standardized assessment, including pre-post testing procedures?					
Is there a description of the agency's curriculum and instructional practices provided?					
Did the narrative provide a description of the physical learning space, including number of classrooms, learning labs, and other dedicated spaces set aside for adult education?					
Are there details on the progression of instruction for each skills area: reading, math, writing, and ELA, and how many courses for each topic are offered?					
Is there a description of a flexible schedule, including daytime, evening, and weekend classes?					
Does the narrative include strategies to enable students to achieve educational goal?					
Evidence-Based Instructional Practices and Reading Instruction **Corrections Education and the Education of Other Institutionalized Individuals Grants (9 points possible)**					
Description	**Absent**	**Limited**	**Acceptable**	**Excellent**	**Comments**
Maximum Score Possible	**0**	**1**	**2**	**3**	

Description	Absent	Limited	Acceptable	Excellent	Comments
Did the agency identify approaches to teaching adult education and English language learners using research-based approaches?					
Does the narrative describe the use of curriculum, including accommodations and/or modification made to support students with disabilities?					
How well did the applicant provide a description of instructional practices and use of formative assessment to guide those practices?					
Effective Use of Technology and Distance Learning **Corrections Education and the Education of Other Institutionalized Individuals Grants (12 points possible)**					
Description	**Absent**	**Limited**	**Acceptable**	**Excellent**	**Comments**
Maximum Score Possible	**0**	**1**	**2**	**3**	
Does the applicant provide the Department of Correction policy on technology usage?					
Does the narrative describe student's access to technology, specifically individuals likely to exit within five years of participation?					
Does the applicant provide an explanation of the incorporation of technology into instruction and specific classes where technology will be used?					
Does the agency provide strategies for measuring the use of technology (software, online programs, etc.) to determine student improvement?					

Facilitate Learning in Context **Corrections Education and the Education of Other Institutionalized Individuals Grants (6 points possible)**					
Description	**Absent**	**Limited**	**Acceptable**	**Excellent**	**Comments**
Maximum Score Possible	**0**	**1**	**2**	**3**	
How well does the narrative describe contextual learning, such as integrated education and training (IET) or other models, to help adult learners develop skills to advance in an educational setting, become more employable; engage in their communities, and exercise the rights and responsibilities of citizenship?					
Does the narrative provide sufficient details on instructional practices or curriculum-based learning to provide student the knowledge, skills, and/or ability to transition successfully to postsecondary education, training, and/or the workforce?					
Qualified Instructors and Staff **Corrections Education and the Education of Other Institutionalized Individuals Grants (15 points possible)**					
Description	**Absent**	**Limited**	**Acceptable**	**Excellent**	**Comments**
Maximum Score Possible	**0**	**1**	**2**	**3**	
Did the applicant provide Job descriptions for individuals anticipated to be funded by this grant? If the applicant has not been funded by AEFLA in the past, are resumes provided?					
Did the applicant provide a description of the agencies policies on recruitment and retention of well-trained and highly qualified instructors, counselors, program coordinators, and related staff?					

Description	Absent	Limited	Acceptable	Excellent	Comments
Is the anticipated number of part-time and full-time instructors, counselors, administrators, related staff, and volunteers implementing the grant provided?					
Are the agency's policy regarding implementation of continuous professional development plan provided?					
Did the narrative summarize the current training plan for new staff members?					
Partnerships and Support Services for Development of Career Pathways **Corrections Education and the Education of Other Institutionalized Individuals Grants (9 points possible)**					
Description	**Absent**	**Limited**	**Acceptable**	**Excellent**	**Comments**
Maximum Score Possible	**0**	**1**	**2**	**3**	
Did the applicant provide details identifying federal, state, and local agencies they partner with? (not including those used in Alignment with One-stop Partners section)					
How well did the narrative describe the agency's partnerships, include partner's responsibility to students?					
Did the applicant provide an explanation on how the partnership contributes to career pathways or the development of career pathways?					
Learners Support Services **Corrections Education and the Education of Other Institutionalized Individuals Grants (6 points possible)**					
Description	**Absent**	**Limited**	**Acceptable**	**Excellent**	**Comments**
Maximum Score Possible	**0**	**1**	**2**	**3**	
Did the narrative provide a description of established outreach, agreements, and referral systems?					

Description	Absent	Limited	Acceptable	Excellent	Comments
Does the applicant describe support services to reduce barriers for adults to access educational services and to support their academic goals and transition to postsecondary courses or career training? (examples of supportive services: childcare, transportation, mental health services, and career planning)					
High Quality Information and Data Collection System **Corrections Education and the Education of Other Institutionalized Individuals Grants (18 points possible)**					
Description	**Absent**	**Limited**	**Acceptable**	**Excellent**	**Comments**
Maximum Score Possible	**0**	**1**	**2**	**3**	
Does the narrative provide details on data management policies, including data collection, data entry, and data confidentiality?					
Did the applicant provide tracking procedures for student attendance and assessments?					
How well did the applicant describe their policy for training staff in data collection?					
Did the applicant explain staff's role and responsibilities in data collection, errors, and resolution of issues?					
Does the agency provide the process for program improvement using data?					
Did the narrative provide details on use of data for monitoring students' academic progress?					
English Language Acquisition and Civics Education Activities **Corrections Education and the Education of Other Institutionalized Individuals Grants (9 points possible)**					
Description	**Absent**	**Limited**	**Acceptable**	**Excellent**	**Comments**

Maximum Score Possible	0	1	2	3	
Does the narrative identify at least one career training program and career pathway offered to ELL students within the community, including credential available upon completion?					
Does the applicant describe how ELL student engage with the regional Alaska Job Center Network and other community partners?					
Does the narrative demonstrate the need for English language instruction in the local area?					
Digital Literacy (9 points possible)					
Description	Absent	Limited	Acceptable	Excellent	Comments
Maximum Score Possible	0	1	2	3	
Does the narrative identify technology used and how it is integrating with digital literacy skills within the teaching environment?					
Does the applicant explain digital literacy and how it is incorporated into existing curriculum to better equip students with the skills need to navigate the increased demand of technology?					
Does the narrative describe classes planned or taught that specifically addresses the digital divide within the community?					
Budget Narrative and Project Budget Form 165 **Corrections Education and the Education of Other Institutionalized Individuals Grants (9 points possible)**					
Description	Absent	Limited	Acceptable	Excellent	Comments
Maximum Score Possible	0	1	2	3	

Does the Budget Narrative provide a detailed description of how funds will be spent consistent with the requirements of Title II, AFLEA?					
Is a Project Budget Form 165 completed, based on estimated allocations, and attached?					
Does the Budget Narrative and Project Budget Form 165 align?					
Is a Negotiated Indirect Cost Rate attached (no point available)					
Formatting and Additional Documentation **Corrections Education and the Education of Other Institutionalized Individuals Grants (12 points possible)**					
Description	**Absent**	**Limited**	**Acceptable**	**Excellent**	**Comments**
Maximum Score Possible	**0**	**1**	**2**	**3**	
Does the Narrative follow the formatting rules provided in the RGA? • Narratives must not be longer than 25 pages • Spacing minimum of 1.5 • Narrative must be at minimum 12 point font • Margins must be "normal" 1 inch • Categories must be used to identify each section (ie. Regional Needs Assessment) • Font on tables may not be at smaller than 10 point font?					
Did the Applicant provide a cover page with the following information: • Contact Information					

• Applicant Name (Agency submitting application) • Type of Organization (See Eligible Provider definition) • DUNS number • Program area of capability to address with grant funding?					
Are necessary forms signed and attached to the application?					
Is the Narrative written in a clear concise manner that is easy to read?					
Additional Considerations not Required **Corrections Education and the Education of Other Institutionalized Individuals Grants (6 additional points possible)**					
Description	**Absent**	**Limited**	**Acceptable**	**Excellent**	**Comments**
Maximum Score Possible	**0**	**1**	**2**	**3**	
Did the agency integrate innovative practices in adult education or supportive activities that facilitate knowledge and skill development, secondary credential attainment, postsecondary credential attainment, and/or employment into their narrative?					
Did the applicant describe the integrated education and training (IET) model and their intention to provide concurrent and contextual educational services? Is the plan to integrate the IET model realistic and does the agency provide a timeline for implementation? The service approach must detailed the requirements and definitions set forth in 34					

[CFR § 463.37](#) and outline the overlap in services between adult education and literacy activities; workforce preparation activities; and workforce training.					
Review Panel Final Score of Grant Application **Maximum Points –Corrections: 204** **Minimum Points –Corrections: 122** **Maximum Additional Points Available: Corrections: 6**					