INTEGRATED ENGLISH LANGUAGE AND CIVICS EDUCATION (IELCE) GRANT APPLICATION REVIEW CRITERIA AND SCORING RUBRIC FOR THE GRANT REVIEW PANEL

Use the following rubric when evaluating each application. In order for an eligible applicant to be considered for an IELCE grant award, a minimum score of 70 percent of points available must be attained. (The foundation of the scoring rubric is based upon the competitive grant requirements as outlined in the Iowa *Integrated English Literacy and Civics Education Workforce Innovation and Opportunity Act Section 243 Funds Competitive Grant Application Package.)*

Is the applicant an eligible provider:	☐ Yes	☐ No		
Did the applicant clearly indicate the grant applying for:	☐ Yes	☐ No		
Did the applicant request appropriate funds for county(s) proposed to be served:	☐ Yes	☐ No		
Is a completed signature page uploaded:	☐ Yes	☐ No		
Criteria Description	Minimal (information provided is absent or unclear and or incomplete; details are needed to clarify.) 0-5	Adequate (Information provided includes limited but clear and appropriate details; documentation is limited.) 6-8	Excellent (Description is clear and well written, easily understood and complete; includes appropriate and compelling strategies.) 9-10	Comments
LEARNER PROGRESS (50 points)				
Does the application detail how learner progress will be monitored through concurrent activities in a manner that meets the needs of IELCE eligible individuals?				
Does the application detail how instruction will be based on the results of the learners' diagnostic and formative assessment for an individual learner? • Are IDOE approved assessments detailed?				

IELCE Grant Application Review Rubric Cont'd.

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Are the three required components of IET detailed to occur simultaneously for the individual learner?				
Are the activities detailed in context, including IET, so that participant acquires the skills needed?				
Does the applicant provide sufficient detail on serving eligible individuals with barriers to employment?				
Does the applicant describe how the IELCE program will be made available to ALL eligible ELA participants in the region served?				
Does the applicant detail how occupationally relevant materials will be made accessible to IELCE eligible participants?				
PROGRAM DESIGN AND LEADERSHIP (100 points)				
Did the applicant describe experience with managed enrollment and 3 recent examples with classes or programs structured for managed enrollment?				
Does the applicant's program design offer sufficient intensity and quality, and is based on the most rigorous research available so that participants achieve substantial learning gains?				

IELCE Grant Application Review Rubric Cont'd.

How well does the application describe their IELCE activity: • Adult education and literacy services focused on instruction in the rights on responsibilities of citizenship and civic participation; • Workforce preparation activities are well defined and integrated; • IET activities are included and aligned to regional needs of English language learners as identified in the local workforce development board plan in order to serve eligible individuals, including professionals with degrees and credentials in their native countries; • Is the timetable of concurrent services reasonable and detailed; and • Is the curricula and instructional practices for each component reflective of a single set of learning objectives.				
Is the enrollment target based on previous experience and reflective of regional needs as identified by the Workforce Development Board or ACS data?				
Did the applicant's vision provide sufficient details for the Integrated English Literacy and Civics Education program in your area?				
Is the program's policy on evaluating effectiveness detailed and of sufficient detail?				
Does one of the goals address how English language learners will be prepared for and placed in unsubsidized employment through partnerships with sufficient and compelling strategies?				

IELCE Grant Application Review Rubric Cont'd.

CURRICULUM, INSTRUCTION AND PROFESSIONAL DEVELOPMENT (150 points)				
How well does the applicant detail the essential components of reading instruction to serve the IELCE participants?				
How well does the applicant describe English language instruction aligned with the English Language Proficiency Standards for Adult Education?				
How well did the applicant describe how lesson plans are developed, aligned and administered with the instructional standards, while accounting for the diverse needs of enrolled IELCE participants?				
How well did the applicant describe effective use of technology, services and delivery systems, including distance education?				
How well did the applicant describe the incorporation of workforce preparation and digital literacy, to enhance the development of skills needed to enter the workforce and transition to postsecondary education?				
How well does the applicant describe sufficient sites and schedule of services to address the targeted enrollment while accounting for sufficient intensity and duration of instruction?				
How well does the applicant describe the qualifications of the IELCE adult education staff, including instructors, counselors, and administrators, to ensure that they meet minimum qualifications established by the state?				

IELCE Grant Application Review Rubric Cont'd.

How well does the applicant describe access and dissemination of high-quality professional development as described in a three-year professional development plan based on the most rigorous and scientifically valid research available?				
How well does the applicant describe plans to implement the state's professional development management system, My Learning Plan? • How well does the applicant describe how professional development is being implemented in the classroom?				
How well does the applicant's proposed staffing reflect the scale of delivering the services and support the intensity and quality of program instruction?				
ACCOUNTABILITY (100 points)				
Does the applicant reflect capacity to manage a federal grant and facilitate the delivery of an effective IELCE program?				
How well does the applicant provide information and supportive quantitative data in Table 1 or 2 that clearly demonstrates the program's past effectiveness in improving literacy skills, especially with respect to eligible individuals who have low levels of literacy or who are English language learners?				
How well does the applicant describe strategies to meet state-adjusted performance benchmarks?				
How well does the applicant's past successes, and unique qualifications to serve IELCE participants qualify for the proposed services?				
How well does the applicant's management information system, including data collection, data entry, data management, and data privacy meet the needs of the proposed services? • How well are the applicant's staff assigned clear responsibilities for				

data collection, data entry, attestation, and correcting errors and resolving issues?				
How well does the applicant describe how data will be used to improve performance as well as to increase recruitment and retention efforts?				
COMMUNITY INTERACTION AND OUTREACH (50 points)				
How well does the applicant describe the degree to which the organization will be responsive to the regional needs of English language learners as identified in the local workforce development board plan under section 108 of Title I of WIOA in order to serve eligible individuals?				
How well does the applicant describe recruitment and retention of eligible participants?				
How well does the applicant describe robust linkages to other services and providers within the proposed service area?				
How well does the applicant describe coordination with support services to reduce barriers for adults, including individuals with disabilities or other special needs, to access educational services and to support their academic advancement and transition to postsecondary courses or career training?				
How well does the applicant describe new innovations that are being planned to strengthen collaborations in the region in the next three years? • How well does the applicant describe coordination with local businesses and industry?				
How well does the applicant describe current and future intended strategies for providing career pathway activities?				
ONE-STOP INTEGRATION (50 points)				
How well does the applicant describe access through the one-stop delivery system to the IELCE program?				

IELCE Grant Application Review Rubric Cont'd.

How well does the applicant describe how the planned activities for this three-year grant align with the local workforce development board plan, including how concurrent enrollment in programs and activities will be promoted to help students progress through identified career pathways?				
Does the application have a current local memorandum of understanding with the local workforce development board relating to a service agreement for IELCE services under Section 243?				
How well does the applicant describe how the IELCE program will be integrated with the local workforce development system? • How well does the applicant describe new innovations planned to strengthen collaborations in the region in the next three years for IELCE services?				
BUDGET SUMMARY (20 points)				
How well does the applicant describe how the 2017-2018 funds will be spent consistent with the requirements of Title II of AEFLA and with the goals and objectives outlined in the Program Design?				
Did the applicant provide a thorough budget narrative, including a complete description of itemized expenses, by object code?				
OVERALL FORMAT AND ABILITY TO FOLLOW INSTRUCTIONS (10 POINTS)				
Overall, how well did the applicant follow instructions (i.e., provide complete contact information, upload signature page, upload assurance page, etc.) and write in a clear and concise manner?				
LOCAL WORKFORCE DEVELOPMENT BOARD REVIEW SCORE (20 POINTS)				
TOTAL SCORE (550 POINTS)				

IELCE Grant Application Review Rubric Cont'd.