Arizona Adult Education Grant Application Evaluation Rubrics

Indicator 3: Past Effectiveness			
Narrative Response Item	**Adequate (2 points)**	**Limited (1 point)**	**Unclear (0 points)**
3.1.1 **Description of the organization's *experience* in providing services to individuals who lack basic academic skills**	Applicant provides a description of their **experience** in providing services specifically to individuals lacking basic academic skills.	Applicant provides a limited description of their **experience** in providing services specifically to individuals lacking basic academic skills.	Applicant fails to provide a description of their **experience** in providing services to individuals lacking basic academic skills **OR** provides inadequate response.
3.1.2 **Description of the organization's *experience* in providing services to individuals who lack a secondary/high school diploma**	Applicant provides a description of their **experience** in providing services specifically to individuals lacking a secondary/high school diploma.	Applicant provides a limited description of their **experience** in providing services specifically to individuals lacking a secondary/high school diploma.	Applicant fails to provide a description of their **experience** in providing services to individuals lacking a secondary/high school diploma **OR** provides inadequate response.
3.1.3 **Description of the organization's *experience* in providing services to English language learners**	Applicant provides a detailed description of their **experience** in providing services specifically to English language learners.	Applicant provides a limited description of their **experience** in providing services specifically to English language learners.	Applicant fails to provide a description of their **experience** in providing services to English language learners **OR** provides inadequate response.
3.2.1 **Description of the organization's *effectiveness* in providing services to individuals who lack basic academic skills**	Applicant provides a description of their **effectiveness** in providing services specifically to individuals lacking basic academic skills.	Applicant provides a limited description of their **effectiveness** in providing services specifically to individuals lacking basic academic skills.	Applicant fails to provide a description of their **effectiveness** in providing services to individuals lacking basic academic skills **OR** provides inadequate response.
3.2.2 **Description of the organization's *effectiveness* in providing services to individuals who lack a secondary/high school diploma**	Applicant provides a description of their **effectiveness** in providing services specifically to individuals lacking a secondary/high school diploma.	Applicant provides a limited description of their **effectiveness** in providing services specifically to individuals lacking a secondary/high school diploma.	Applicant fails to provide a description of their **effectiveness** in providing services to individuals lacking a secondary/high school diploma **OR** provides inadequate response.
3.2.3 **Description of the organization's *effectiveness* in providing services to English language learners**	Applicant provides a description of their **effectiveness** in providing services specifically to English language learners.	Applicant provides a limited description of their **effectiveness** in providing services specifically to English language learners.	Applicant fails to provide a description of their **effectiveness** in providing services to English language learners **OR** provides inadequate response.
3.3 **Describe the applicant's past effectiveness in improving employability, transition to postsecondary education/training, and rate of credential attainment for eligible individuals.**	Applicant provides a description of past effectiveness in all three areas of indicator.	Applicant provides a limited description of past effectiveness in all three areas of indicator.	Applicant fails to describe past effectiveness in any of the three areas of the indicator **OR** provides an inadequate response.

Arizona Adult Education Grant Application Evaluation Rubrics

Indicator 4: Assessment of Local/Regional Need for Adult Education Services				
Narrative Response Item		**Adequate (2 points)**	**Limited (1 point)**	**Unclear (0 points)**
4.1	**Individuals who lack basic academic skills**	*Evaluator Instructions: The indicators are repeated for 4.1, one section per population. Leave blank if not applicable. The responses for each will be averaged to become part of the sum.*		
4.1.1	**Describe the need for adult education services in the selected county/ies for which the applicant organization is applying. Applicants may include demographic data.**	Applicant provides a description of the need for services for each county applying to provide services in, citing sources.	Applicant provides a description of the need for services but not in all counties applying to provide services in **OR** description lacks detail **OR** no credible sources are cited.	Applicant provides a description of the need for services but not in all counties applying to provide services in **AND** description lacks detail **AND** no credible sources are cited.
4.1	**Individuals who lack a secondary diploma**			
4.1.1	**Describe the need for adult education services in the selected county/ies for which the applicant organization is applying. Applicants may include demographic data.**	Applicant provides a description of the need for services for each county applying to provide services in, citing sources.	Applicant provides a description of the need for services but not in all counties applying to provide services in **OR** description lacks detail **OR** no credible sources are cited.	Applicant provides a description of the need for services but not in all counties applying to provide services in **AND** description lacks detail **AND** no credible sources are cited.
4.1	**English Langue Learners**			
4.1.1	**Describe the need for adult education services in the selected county/ies for which the applicant organization is applying. Applicants may include demographic data.**	Applicant provides a description of the need for services for each county applying to provide services in, citing sources.	Applicant provides a description of the need for services but not in all counties applying to provide services in **OR** description lacks detail **OR** no credible sources are cited.	Applicant provides a description of the need for services but not in all counties applying to provide services in **AND** description lacks detail **AND** no credible sources are cited.
4.2.1	**Describe the need for adult education services in the selected county/ies for proposed services to the special populations selected in 4.2.**	Applicant provides a description of the need for services for each special population and in each county applying to provide services in, citing sources.	Applicant provides a description of the need for services but not in all counties applying to provide services in **OR** description lacks detail **OR** no credible sources are cited.	Applicant's response is off topic or lacks enough information to be evaluated.

Indicator 5: Alignment to the WIOA Local Workforce Plan and Coordination with Partners

Narrative Response Item		Adequate (2 points)	Limited (1 point)	Unclear (0 points)
5.1	Identify the local workforce area(s) for which the applicant organization is proposing educational services under this grant application	*NOT EVALUATED*		
5.2	Describe how the applicant organization will fulfill the responsibilities as a partner in the one-stop system, ARIZONA@WORK.	Applicant describes how the organization will fulfill the required responsibilities as an ARIZONA@WORK partner and how proposed services align with the strategies and goals of the local plan.	Applicant provides a limited description of how the organization will fulfill the required responsibilities as an ARIZONA@WORK partner **OR** vaguely describes how proposed services align with the strategies and goals of the local plan.	Applicant fails to address how the organization will fulfill the required responsibilities as an ARIZONA@WORK partner **OR** provides proposed services but does not address how they align to the local plan.
5.3	Describe how the applicant agency will coordinate services with the core WIOA partners (i.e., Titles IB, III, and IV).	Applicant describes how they propose to work with WIOA partners to coordinate services and provides specific details on how they will coordinate with each partner, based on each partner's role in the one-stop system.	Applicant only vaguely describes how they propose to coordinate services with core WIOA partners; proposed services are described, but responses lack reference to the core partners' services specifically **OR** not all core partners listed are addressed.	Applicant fails to describe coordinating services with core WIOA partners **OR** an attempt is made to describe coordination of services, but there may not be evidence of understanding the services the core partners provide.
5.4	Identify the entities the applicant agency coordinates with to advance career pathways for adult learners.	*NOT EVALUATED*		
5.5	Provide a brief description of each of the applicant's partnerships to provide services to the proposed target populations.	Applicant describes the partnerships listed in 5.4 and explains how those partnershps work to support the proposed target populations.	Applicant provides descriptions of most but not all of the partnerships listed in 5.4 **OR** the services that will be provided are described vaguely **OR** only one or two partnerships are listed and described.	Applicant fails to describe the partnerships and/or services listed in 5.4 **OR** the partnerships listed and described are not relevant to adult education students.

Indicator 6: Program Operations and Staffing

Narrative Response Item		Adequate (2 points)	Limited (1 point)	Unclear (0 points)
6.1	Describe the organization's ability to provide educational services to meet the needs of individuals with disabilities, including those individuals with learning disabilities to attend and complete programs.	Applicant's response includes all of the following areas. - provides evidence of the organization's ability to provide educational services to meet the needs of individuals with disabilities, including those individuals with learning disabilities - describes appropriate strategies to provide access and services to this population - identifies resources and partnerships in place to provide services to this population - provides evidence of existing partnerships to assist in meeting the needs of individuals with disabilities	Applicant does one or two of the following OR does not address meeting the needs of individuals with *learning* disabilities: - provides evidence of the organization's ability to provide educational services to meet the needs of individuals with disabilities, including those individuals with learning disabilities - describes appropriate strategies to provide access and services to this population - identifies resources and partnerships in place to provide services to this population - provides evidence of existing partnerships to assist in meeting the needs of individuals with disabilities OR all of the services above are included in response, but descriptions are vague.	Applicant does not demonstrate the ability to or knowledge of meeting the needs of individuals with disabilities, nor do they discuss partnerships that might assist with providing appropriate services.
6.2	Describe the applicant's experience with marketing and outreach to the target population(s).	*NOT EVALUATED*		
6.3	Describe the applicant's experience with and/or proposed process for administering standardized assessments in a secure testing environment.	Applicant describes their experience with and/or proposed process for administering standardized assessments in a secure testing environment.	Applicant describes experience and/or a proposed process for administering standardized assessments in a secure testing environment but may not provide evidence of experience in doing so OR proposed process does not align with the requirements of a secure testing environment.	Applicant's response is off topic or lacks enough information to be evaluated.
6.4	Describe the applicant's experience and/or proposed process for implementing managed intake, prior to instruction, for eligible individuals.	Applicant describes experience and/or proposed process for implementing managed intake, prior to instruction, for eligible individuals.	Applicant describes a proposed process for implementing managed intake, prior to instruction, for eligible individuals but may not provide evidence of experience in doing so.	Applicant's response is off topic or lacks enough information to be evaluated.

Arizona Adult Education Grant Application Evaluation Rubrics

	Narrative Response Item	Adequate (2 points)	Limited (1 point)	Unclear (0 points)
6.5	Describe the applicant's experience with data management systems, data integrity, and data security.	Applicant describes experience with data management systems, data integrity, and data security.	Applicant describes proposed strategies for data management systems, data integrity, and data security but may not have experience in doing so **OR** experience and/or strategies are not aligned with quality data management.	Applicant's response is off topic or lacks enough information to be evaluated.
6.6	Describe the applicant's experience with maintaining security for paper and digital records and documents.	Applicant describes their experience with maintaining security for paper **AND** digital records and documents.	Applicant describes their experience with maintaining security for paper **OR** digital records and documents **OR** description of securing records and documents is vague.	Applicant fails to appropriately describe maintaing securing of paper and digital records.
6.7	Describe the applicant's experience with ensuring that all staff and volunteers understand and adhere to the Family Rights and Privacy Act (FERPA), including measures to protect and secure students' personally identifiable information (PII).	Applicant describes experience with ensuring that all staff and volunteers understand and adhere to the Family Rights and Privacy Act (FERPA), including measures to protect and secure students' personally identifiable information (PII).	Applicant vaguely describes experience with ensuring that all staff and volunteers understand and adhere to the Family Rights and Privacy Act (FERPA), including measures to protect and secure students' personally identifiable information (PII) **OR** response does not demonstrate suffiently robust practices in either adhering to FERPA or protecting student PII.	Applicant fails to appropriately address adhering to FERPA and protecting student PII.
6.8	Describe how the applicant will provide wrap-around support services and will coordinate with local support agencies/partners to enable participant success, including for those participants with disabilities or other special needs.	Applicant describes how they will provide wrap-around support services and will coordinate with local support agencies/partners to enable participant success, including for those participants with disabilities or other special needs.	Applicant provides a vague or limited description of how they will provide wrap-around support services **OR** they do not explain how they will coordinate with local support agencies/partners to enable participant success, including for those participants with disabilities or other special needs.	Applicant's response is off topic or lacks enough information to be evaluated.
6.9	List the partnerships and provide evidence of the partnerships described in 6.8. Add documents in the Related Documents section of the GME. Evidence may include Letters of Support and MOU/MOA.	Evidence is provided for **each** of the partnerships listed.	Evidence is provided for **some** of the parterships listed.	No partnerships are listed **OR** no evidence is provided.

Arizona Adult Education Grant Application Evaluation Rubrics

Narrative Response Item		Adequate (2 points)	Limited (1 point)	Unclear (0 points)
6.10	**Provide an overview of the applicant's organization structure and describe the support for the proposed Title II Adult Education Services.** *Evaluator, see Org Chart in Related Documents of application packet.*	Applicant provides a comprehensive description of the organization's structure, clearly indicating levels of authority/responsibility.	Applicant provides a vague description of the organization's structure, making levels of authority/responsibility unclear.	No description of the organizational structure is provided **OR** no org chart is proided in Related Documents.
6.11	**Describe how the applicant proposes to staff the key functions to support participant success and increase participation rates.**	Applicant describes how they propose to staff the key functions to support participant success and increase participation rates.	Applicant vaguely describes how they propose to staff the key functions to support participant success and increase participation rates **OR** not all key functions as shown in the Key Staffing Guidelines are addressed.	Applicant's response is off topic or lacks enough information to be evaluated.

Arizona Adult Education Grant Application Evaluation Rubrics

Indicator 7: Delivery of Instructional Services

	Narrative Response Item	Adequate (2 points)	Limited (1 point)	Unclear (0 points)
7.1	Describe how the applicant will ensure that educational services are delivered by diverse, well-trained, and highly qualified instructors, administrators, and other key personnel.	Applicant describes how they will ensure educational services are delivered by diverse, well-trained, and highly qualified instructors, administrators, and other key personnel. Response may include hiring practices, ongoing training, and/or staff evaluation.	Applicant vaguely describes how they will ensure educational services are delivered by diverse, well-trained, and highly qualified instructors, administrators, and other key personnel **OR** response does not address all areas (hiring, training, and evaluating).	Applicant's response is off topic or lacks enough information to be evaluated.
7.2	Describe the proposed delivery of instructional services to provide adult learners with adequate intensity and duration of instruction to extend learning beyond the classroom, with the flexibility to ensure participants achieve significant learning gains and attainment of student goals.	Applicant describes the proposed delivery of instructional services to provide adult learners with adequate intensity and duration of instruction to extend learning beyond the classroom, with the flexibility to ensure participants achieve significant learning gains and attainment of student goals.	Applicant describes the proposed delivery of instructional services but may not address intensity and duration **OR** may not address extending learning opportunities outside the classroom.	Applicant's response is off topic or lacks enough information to be evaluated.
7.3	Describe the proposed class scheduling to provide adult learners with adequate intensity and duration of instruction to extend learning beyond the classroom, with the flexibility to ensure participants achieve significant learning gains and attainment of student goals	Applicant describes a proposed class schedule that would provide adequate intensity and duration of instruction to allow participants to be progress-tested according to the Arizona Adult Education Assessment Policy testing guidelines **AND** describes blended learning (classes that connect synchronous instruction with asynchronous learning activities) to extend learning beyond the classroom and provide flexibility to meet the needs of the target population.	Applicant describes a proposed class schedule but may not address providing adequate intensity and duration of instruction to allow participants to be progress-tested according to the Arizona Adult Education Assessment Policy testing guidelines **OR** proposed scheduling does *not* indicate adequate intensity and duration. Description of blended learning may not be accurate or does not allow for flexibility to meet the needs of the target population.	Applicant's response is off topic or does not address scheduling aligned with the Arizona Adult Education Assessment Policy.

Arizona Adult Education Grant Application Evaluation Rubrics

	Narrative Response Item	Adequate (2 points)	Limited (1 point)	Unclear (0 points)
7.4	Describe the proposed instructional strategies to provide flexibility and accommodations for students who have disabilities and learning differences, enabling them to attend and participate in educational programs.	Applicant describes proposed instructional strategies to provide flexibility and accommodations for students who have disabilities and learning differences, enabling them to attend and participate in educational programs.	Applicant vaguely describes proposed instructional strategies OR what is described may not indicate flexibility and meeing the needs of students who have disabilities and learning differences OR what is described may not be appropriate for learners who have disabilities or learning differences.	Applicant's response is off topic or lacks enough information to be evaluated.
7.5	Describe the applicant organization's experience in selecting and evaluating curricular resources that align to content standards.	Applicant describes their organization's experience in selecting and evaluating curricular resources that align to content standards.	Applicant's description of their organization's experience in selecting and evaluating curricular resources may not include alignment to content standards OR have limited experience but are able to describe an appropriate process.	Applicant's response is off topic or lacks enough information to be evaluated.
7.6	Describe the applicant organization's experience and proposed strategies with blended learning instruction that promotes digital literacy and the use of technology to effectively address student needs and learning outcomes.	Applicant describes their organization's experience and proposed strategies with blended learning instruction that promotes digital literacy and the use of technology to effectively address student needs and learning outcomes.	Applicant describes their organization's proposed strategies but may not provide evidence of experience with blended learning instruction that promotes digital literacy and the use of technology to effectively address student needs and learning outcomes OR proposed strategies are not aligned with current research and proven practice.	Applicant's response is off topic or lacks enough information to be evaluated.
7.7	Describe the applicant organization's experience and proposed strategies with contextualized learning and integrating career pathways into standards-based instruction.	Applicant describes their organization's experience and proposed strategies with contextualized learning and integrating career pathways into standards-based instruction.	Applicant describes their organization's proposed strategies but may not provide evidence of experience with contextualized learning and integrating career pathways into standards-based instruction OR proposed strategies are not aligned with current research and proven practice.	Applicant's response is off topic or lacks enough information to be evaluated.
7.8	Describe the applicant organization's process for planning, implementing, and evaluating continuous professional learning for administrators, instructors, and other key program staff.	Applicant describes their organization's process for planning, implementing, and evaluating continuous professional learning for administrators, instructors, and other key program staff.	Applicant's description may not address all stages of professional learning OR process only addresses some but not all key program staff OR process is not aligned with current research and proven practice.	Applicant's response is off topic or lacks enough information to be evaluated.

Arizona Adult Education Grant Application Evaluation Rubrics

Indicator 8: ABE and ASE Services

	Narrative Response Item	Adequate (2 points)	Limited (1 point)	Unclear (0 points)
8.1	Describe the applicant's experience and proposed strategies to deliver reading instruction to adult learners, at the ABE levels 1-4, based on research and evidence-based practices.	Applicant describes their experience and proposed strategies to deliver reading instruction to adult learners, at the ABE levels 1-4, based on research and evidence-based practices.	Applicant describes their experience and proposed strategies to deliver reading instruction to adult learners, at ABE levels 1-4, but there's no evidence that strategies are based on current vetted research and practices.	Applicant's response is off topic or lacks enough information to be evaluated.
8.2	Describe the applicant's experience and proposed strategies to deliver standards-based instruction for adult learners in [Mathematics, Writing, Social Studies/Civics, and Science].	Applicant describes their experience and proposed strategies to deliver standards-based instruction for adult learners in [Mathematics, Writing, Social Studies/Civics, and Science].	Applicant provides a vague description of experience and/or proposed strategies, but there does not appear to be clear understanding of ensuring that instruction is standards-based **AND/OR** the description does not include all four content areas.	Applicant's response is off topic or lacks enough information to be evaluated.
8.3	Describe the applicant's experience and proposed instructional models to deliver instruction to the target population.	Applicant describes their experience and proposed instructional models to deliver instruction to the target population.	Applicant provides a vague description of experience and/or proposed instructional models, but the models may not be appropriate for the target population.	Applicant's response is off topic or lacks enough information to be evaluated.
8.4	Describe the applicant's experience and proposed strategies to provide participants with career exploration and access to career pathways.	Applicant describes their experience and proposed strategies to provide participants with career exploration and access to career pathways.	Applicant provides a vague description of experience and/or proposed strategies to provide participants with career exploration and access to career pathways, but the strategies may not be appropriate for the target population.	Applicant's response is off topic or lacks enough information to be evaluated.

Arizona Adult Education Grant Application Evaluation Rubrics

Indicator 9: ESOL/IELCE Services

	Narrative Response Item	Adequate (2 points)	Limited (1 point)	Unclear (0 points)
9.1	Describe the applicant's experience and proposed instructional models to provide instruction to adult ELLs (English Language Learners), based on research and evidence-based practices.	Applicant describes their experience and proposed instructional models to provide instruction to adult ELLs, based on research and evidence-based practices.	Applicant vaguely describes their experience and proposed instructional models to provide instruction to adult ELLs but may not provide evidence that the models are based on current vetted research and practices	Applicant's response is off topic or lacks enough information to be evaluated.
9.2	Describe the applicant's experience and the proposed instructional models to deliver standards-based instruction for English Language Learners (ELLs) Levels 1-2 in Reading & Writing, Listening & Speaking, and Civics Education.	Applicant describes their experience and proposed instructional models to deliver instruction for adult ELLs at Levls 1-2 in Reading & Writing, Listening & Speaking, and Civics Education.	Applicant vaguely describes their experience and proposed instructional models to deliver instruction for adult ELLs at Levels 1-2 in Reading & Writing, Listening & Speaking, and Civics Education but may not provide evidence that the models are based on current vetted research and practices.	Applicant's response is off topic or lacks enough information to be evaluated.
9.3	Describe the applicant's experience and the proposed instructional models to deliver standards-based instruction for English Language Learners (ELLs) Levels 3-6 in Reading & Writing, Listening & Speaking, and Civics Education.	Applicant describes their experience and the proposed instructional models to deliver standards-based instruction for English Language Learners (ELLs) Levels 3-6 in Reading & Writing, Listening & Speaking, and Civics Education.	Applicant vaguely describes their experience and proposed instructional models to deliver instruction for adult ELLs at Levels 3-6 in Reading & Writing, Listening & Speaking, and Civics Education but may not provide evidence that the models are based on current vetted research and practices.	Applicant's response is off topic or lacks enough information to be evaluated.
9.4	Describe the applicant's experience and proposed strategies to provide participants with career exploration and access to career pathways.	Applicant describes their experience and proposed strategies to provide participants with career exploration and access to career pathways.	Applicant provides a vague description of experience and/or proposed strategies to proide participants with career exploration and access to career pathways, but the strategies may not be appropriate for the target population.	Applicant's response is off topic or lacks enough information to be evaluated.

Arizona Adult Education Grant Application Evaluation Rubrics

Indicator 10: IET Services (WIOA Title II , Sect. 231)			
Narrative Response Item	**Adequate (2 points)**	**Limited (1 point)**	**Unclear (0 points)**
10.1 **Describe the applicant's experience and/or proposed strategies to plan and deliver contextualized instruction through an Integrated Education and Training model for eligible individuals to acquire the skills needed to transition to and complete postsecondary education and training programs and advance employment.**	Applicant describes their experience and/or proposed strategies to plan and deliver contextualized instruction through an Integrated Education and Training model for eligible individuals to acquire the skills needed to transition to and complete postsecondary education and training programs and advance employment.	Applicant vaguely describes their experience and/or proposed strategies to plan and deliver contextualized instruction through an IET model for eligible individuals to acquire the skills needed to transition to and complete postsecondary education and training programs and advance employment **AND/OR** the description provided does not accurately address contextualized instruction.	Applicant's response is off topic or lacks enough information to be evaluated.
10.2 **Describe the proposed IET programs to be implemented, including specific occupations to be targeted and the certificates/credentials to be earned by eligible individuals.**	Applicant describes the proposed IET programs to be implemented, including specific occupations to be targeted and the certificates/credentials to be earned by eligible individuals.	Applicant's description does not address specific occupations to be targeted **OR** does not include the certificates/credentials to be earned.	Applicant's response is off topic or lacks enough information to be evaluated.
10.3 **Describe how the targeted occupations were determined.**	Applicant describes how the targeted occupations were determined, including labor market information for the county(ies)/workforce area(s) they propose to provide services for.	Applicant's description does not include labor market information **OR** information provided is not specific to the county(ies)/workforce area(s) they propose to provide services for.	Applicant's response is off topic or lacks enough information to be evaluated.
10.4 **Identify the proposed partners and describe their roles and responsibilities for each of the proposed IET program(s).** *Evaluator Note: Many IETs are managed completely by the program; if there are no partners necessary for the IETs proposed, do not score this response.*	Applicant identifies proposed partners and describe their roles and responsibilities for each of the proposed IET program(s).	Applicant's response does not identify proposed partners although the IET requires them for training **OR** partners are identified, but the description of their roles and responsibilities is vague.	Applicant's response is off topic or lacks enough information to be evaluated.

Arizona Adult Education Grant Application Evaluation Rubrics

Indicator 11: IELCE+T Services (WIOA Tite II, Sect. 243)

Narrative Response Item	Adequate (2 points)	Limited (1 point)	Unclear (0 points)
11.1 **Describe the applicant's proposed plan to provide IELCE + T services for English Language Learners, including those individuals with advanced degrees. The plan must include the three required components for IELCE +T, and instruction must occur simultaneously (rather than sequentially) based on a single set of learning objectives.**	Applicant describes a proposed plan to provide IELCE + T services for English Language Learners, including those individuals with advanced degrees. The plan must include the three required components for IELCE +T, and instruction must occur simultaneously (rather than sequentially) based on a single set of learning objectives.	Applicant vaguely describes a proposed plan to provide IELCE + T services for English Language Learners, but may **NOT** include those individuals with advanced degrees **AND/OR** the plan does include the three required components for IELCE +T.	Applicant's response is off topic or lacks enough information to be evaluated.
11.2 **Describe how the proposed IELCE + T program(s) will prepare participants to acquire the skills necessary to 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.**	Applicant describes how the proposed IELCE + T program(s) will prepare participants to acquire the skills necessary to 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.	Applicant vaguely describes how the proposed IELCE + T program(s) will prepare participants to acquire the skills necessary to 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.	Applicant's response is off topic or lacks enough information to be evaluated.
11.3 **Describe the proposed IELCE + T programs to be implemented including specific occupations to be targeted and the certificates/credentials to be earned by eligible individuals.**	Applicant describes the proposed IELCE+T programs to be implemented, including specific occupations to be targeted and the certificates/credentials to be earned by eligible individuals.	Applicant's description does not address specific occupations to be targeted OR does not include the certificates/credentials to be earned.	Applicant's response is off topic or lacks enough information to be evaluated.
11.4 **Identify the proposed partners and describe their roles and responsibilities for each of the proposed IELCE + T program(s).** *Evaluator Note: Many IETs are managed completely by the program; if there are no partners necessary for the IETs proposed, do not score this response.*	Applicant identifies proposed partners and describe their roles and responsibilities for each of the proposed IELCE+T program(s).	Applicant's response does not identify proposed partners although the IELCE+T requires them for training **OR** partners are identified, but the description of their roles and responsibilities is vague.	Applicant's response is off topic or lacks enough information to be evaluated.

Arizona Adult Education Grant Application Evaluation Rubrics

	Narrative Response Item	Adequate (2 points)	Limited (1 point)	Unclear (0 points)
11.5	**Describe how braided funding and/or cost sharing agreements with partners will support the training component of the proposed IELCE + T program(s).**	Applicant describes how braided funding and/or cost-sharing agreements with partners will support the training component of the proposed IELCE + T program(s).	Applicant vaguely describes how braided funding and/or cost-sharing agreements with partners will support the training component **OR** partners are included in the description, but there is no clear cost-sharing plan.	Applicant's response is off topic or lacks enough information to be evaluated.