Corrections Education Competitive Rubric
Reviewer Instructions

The considerations outlined in the Narrative Section of the RFP have a total maximum score of **115** points. Each consideration will be assigned a score using the scoring rubric.

Proposals with a base score of **80 points** or more (70% of the 115 points scale) will be eligible for funding consideration.

1. Thoroughly read the scoring rubric, the narrative responses, and all charts and attachments prior to scoring.

2. Isolate the various criteria outlined in the rubric; focus on finding the information within each application that relates to the criteria listed in the RFP and the rubric.

3. Provide a numerical score and a written justification to support that score.

4. Use the following definitions to help you score each task:

   A) **No Response** – The applicant has not provided a response.

   B) **Weak** – The applicant has provided a vague response to the task, lacks sufficient information, detail, and/or appropriate evidence. Weak examples, not a well-conceived strategy, unlikelihood of success. The response provides only minimal evidence that the project will support the requirements of the grant.

   C) **Strong** – The applicant has provided a clear response to the task, provides sufficient information, detail, and/or appropriate evidence. Strong examples, well-conceived strategy, likelihood of success. The response provides evidence that the project will support the requirements of the grant.

Overall Scoring Chart	
Narrative Section	**Maximum Points**

PRIORITY 1: PROMOTE REGIONAL PARTNERSHIPS TO ENSURE COMPREHENSIVE APPROACHES THAT RESULT IN IMPROVED LEARNER OUTCOMES
    A. Planning for a Regionalized Adult Education Service Delivery Approach to Improve Learner Outcomes (Not scored)
    B. Current Needs Assessment (5 points)
    C. Regional Partnerships and Collaborative Networks (10 Points)
    D. Partnership with Local Workforce Development Board (10 Points)
	25

PRIORITY #2: EXPAND THE STATE'S TALENT PIPELINE THROUGH ATTAINMENT OF CREDENTIALS OF VALUE AND ACQUISITION OF POSTSECONDARY CERTIFICATIONS, INDUSTRY-RECOGNIZED CREDENTIALS, AND DEGREES
    E. Integrated Education and Training Programs of Study (15 Points)
    F. Data Driven Credentials of Value through IET (10 Points)
	25

PRIORITY #3: ENSURE ALL LEARNERS RECEIVE HIGH QUALITY INSTRUCTION THAT PRIORITIZES MEASURABLE LABOR MARKET NEEDS AND OUTCOMES WHILE WORKING TO ELIMINATE EQUITY AND ACHIEVEMENT GAPS IN THE COMMUNITY
    G. Quality Program Offerings (15 Points)
    H. Technology and Online Learning (5 Points)
    I. Instructional Personnel and Professional Development (5 Points)
    J. Activity: Family Literacy (Two-Generation) Models (Not scored, if offered)
	25

PRIORITY #4: INCENT, MEASURE, AND SUPPORT ENHANCED PROGRAM EFFECTIVENESS
    K. Part K - Performance Outcomes (10 Points)
    L. Comprehensive Performance Monitoring (15 Points)
	25

BUDGET NARRATIVE	15
SUPPORT FOR THE STRATEGIC PLAN	NOT SCORED
GENERAL EDUCATION PROVISIONS ACT (GEPA)	NOT SCORED
DISSEMINATION PLAN	NOT SCORED
TOTAL:	**115**

PRIORITY 1: PROMOTE REGIONAL PARTNERSHIPS TO ENSURE COMPREHENSIVE APPROACHES THAT RESULT IN IMPROVED LEARNER OUTCOMES				
Part A: Planning for a Regionalized Service Delivery Approach to Improve Learner Outcomes		**No Response (Information not provided)**	**Weak (Vague, little evidence)**	**Strong (Clear, sufficient evidence)**
A.1	Describe how your agency will identify and involve a broad range of partners that will be represented in the planning process. Include information on how existing efforts will be enhanced during the 2021-2023 grant period and plans to develop new partnerships and collaborations to support the regional needs and the delivery of programs and services contributing to student success in the region.	N/A	N/A	N/A
A.2	Describe the programmatic and fiscal resources that may be needed to effectively conduct a regional needs assessment and community asset mapping.	N/A	N/A	N/A
				NOT SCORED

Part B - Current Needs Assessment		**Max Points**	**No Response (Information not provided)**	**Weak (Vague, little evidence)**	**Strong (Clear, sufficient evidence)**
The application should: • demonstrate an identifiable regional need for the program; • include documentation of community demographics; data sources have been cited appropriately. • provide evidence that the program will serve those individuals most in need of services; • describes the regional employment needs in the LWDB plan • provides a proposed plan for how regional employment needs will be addressed by the program • information about Family Literacy services (if applicable). • provide a clear explanation of the need for integrated English Language Acquisition and Civics Education (if applicable) • include a thorough description of ELA-related activities (if applicable)					
B.1	Describe the current corrections education population needing adult basic education instructional services including the number of individuals who are English language learners (ELL), particularly those with a demonstrated need for additional English language acquisition programs and civics education programs, and/or are lacking a high school diploma or equivalent. Describe the various data sources used to substantiate the size and scope of the local population that can benefit from local adult education instructional services.	2	0	1	2
B.2	Describe the regional employment needs that have been identified in the Local WIOA Workforce Plan(s) and how these employment needs are being addressed in the grant application two-year plan.	1	0	0	1
B.3	The regional needs assessment and community asset mapping should take a holistic approach to understanding the challenges facing your region. Describe how you intend to work with local chambers of commerce, economic development agencies, in addition to other WIOA core partners to address issues impacting adult education needs.	2	0	1	2
					Maximum Score: 5 points

Part C - Regional Partnerships and Collaborative Networks	Max Points	No Response (Information not provided)	Strong (Clear, sufficient evidence)	Exemplary (Thorough, ample evidence)

The application should:
• explain how current partnerships and efforts meet current needs to provide support to learners;
• provides a summary description for how current or expanded partnerships:
  ○ coordinate regional efforts to refer and recruit the current adult population requiring adult education instructional services individuals; particularly those most in need of literacy services, including individuals who are low-income or have minimal literacy skills.
  ○ address the referral processes ensuring students successfully navigate between the partners
  ○ provide comprehensive wrap-around services (services that minimize barriers for adult education students to attend and persist in their adult education program) such as childcare, transportation, mental health services, employee assistance and placement be enhanced through a regional partnership
  ○ collaborate on the development and implementation of IET and other work-based learning opportunities in this two-year plan
  ○ leverage braided funding through a regional partnership for greater impact to align resources to support services and regional employment needs
  ○ "bridge the gap" between adult and postsecondary education programs.				

C.1 Describe the established partnerships, coalitions, and collaborative efforts that currently exist that are effectively meeting the needs of the county.	4	0	1-2	3-4
C.2 Describe how current or planned expanded partnerships with regional providers will: a. coordinate regional efforts to refer and recruit the current corrections education population requiring adult basic education instructional services individuals; particularly those most in need of literacy services, including individuals who are low-income or have minimal literacy skills; b. establish a referral processes ensuring students successfully navigate between partners; c. coordinate comprehensive wrap-around services (services that minimize barriers for adult basic education students to attend and persist in their adult education program) such as child care, transportation, mental health services, employee assistance and placement; d. play a role in the development and implementation of IET and other work-based learning opportunities in this two-year plan; e. encourage the braiding of local, state, and federal funding resources (direct or indirect) for greater impact to align resources to support services and regional employment needs; f. encourage increased opportunities for transitions to college and career and attainment of postsecondary credentials.	5	0	1-2	3-5
C.3 Complete the **Sub-Recipient Form** in the Corrections Education Excel grant application workbook. The entire workbook and its individual worksheets must accompany the grant application. Use this form to list sub- recipient partners funding arrangements as part of this two-year plan.	1	0	1	1
				Maximum Score: 10 points

Part D - Partnership with Local Workforce Development Board	Max Points	No Response (Information not provided)	Weak (Vague, little evidence)	Strong (Clear, sufficient evidence)
The application should: • identify agreements between the agency and LWDB that benefit adult learners; • outline other cooperative agreements; • identify agreements that target the development of career pathways; • explain the coordination with support services that enables participants to complete the program. • explain how partnerships provide support to learners; • identify professional development opportunities for staff members; explain how the project will "bridge the gap" between adult and postsecondary education programs.				
D.1 Describe the following LWDB considerations to illustrate the partnership between the eligible agency and the LWDB: a. How the two-year plan will align its services with and contribute to the local One-Stop Center to meet the goals identified in the LWDB plan. Refer to the LWDB plans located at this website: **https://floridajobs.org/local-workforce-development-board-resources/programs-and-resources/local-workforce-development-area-wioa-plans.** b. Describe any formal or informal agreements (MOUs, MOAs, contracts) that will be part of the two-year plan between the applicant and the LWDB and/or local core WIOA partners that coordinate and align services benefiting adult learners in WIOA, Title II (AEFLA) programs, particularly adult learners with disabilities. c. Complete the **Sub-Recipient Form** in the Corrections Education Excel grant application workbook. Use this form to list the current LWDB/One-Stop(s) sub-recipient funded or anticipated role as part of this two-year plan.	8	0	1-4	5-8
D.2 The Local Workforce Development Boards (LWDB) are responsible for evaluating the extent to which each eligible provider's grant application two-year plan) demonstrates activities are aligned with: a) the proposed activities and services and the strategies and goals of their respective LWDB's local plan and (b) their respective one-stop partner's activities and services (as identified in title I, Section 107(d)(11)(A)). All title II adult education applications (i.e., adult education) are required to be aligned with all the WIOA LWDB plans within the adult education region. a. **Local Workforce Development Board Plan Executive Summary-** This document is in the attachments section of this RFP. b. Submit a copy of your agency's executed Memorandum of Understanding (MOU) agreement including the local One-Stop Infrastructure Cost Agreement.	2	0	1	2
				Maximum Score: 10 points

PRIORITY #2: EXPAND THE STATE'S TALENT PIPELINE THROUGH ATTAINMENT OF CREDENTIALS OF VALUE AND ACQUISITION OF POSTSECONDARY CERTIFICATIONS, INDUSTRY-RECOGNIZED CREDENTIALS, AND DEGREES

Part E - Integrated Education and Training Programs of Study	Max Points	No Response (Information not provided)	Weak (Vague, little evidence)	Strong (Clear, sufficient evidence)
The application should: • explain the agency's use of Integrated Education and Training and/or other models of contextualized instruction to enable adult learners to develop appropriate skills; • outline the curriculum and instructional practices to be used to help students transition; identify how students will learn in real-life context to become more competitive in the work environment.				
E.1 Describe the two-year plan's efforts to recruit, screen and orient participants so that they will be successful in participating in the IET service approach.	4	0	1-2	3-4
E.2 Describe how the two-year plan will develop partnerships and implement career pathway strategies, (which may include IET programs) that are aligned to the LWDB plan to expand access to employment, education and other services for individuals with barriers to employment.	5	0	1-2	3-5
E.3 Describe the relevant work-based learning opportunities that may be available through the IET service approach; and the process used to have employers validate workplace preparation activities.	2	0	1	2
E.4 Complete the following: a. **IET Offering Summary** form in the Corrections Education Excel grant application workbook. b. **Integrated Education and Training Program of Study Template** – the template is in the attachments section of this RFP and must be submitted with the grant application for each IET program offered. Eligible Provider must complete this template and the information will be used to demonstrate the comprehensive IET service approach that will be offered in year-one (2021-2022). Reminder, during the continuation year (2022-2023), eligible providers will submit the additional IET template.	4	0	1-2	3-4
				Maximum Score: 15 points

Part F - Data Driven Credentials of Value through IET	Max Points	No Response (Information not provided)	Weak (Vague, little evidence)	Strong (Clear, sufficient evidence)
The application should: • explain the agency's use of Integrated Education and Training and/or other models of contextualized instruction to enable adult learners to develop appropriate skills; • outline the curriculum and instructional practices to be used to help students transition; identify how students will learn in real-life context to become more competitive in the work environment.				
F.1 Describe how labor market data will be used to drive the development and implementation of the IET service approach. Provide a brief summary of all labor market information that will be used to determine the IET service to be offered.	4	0	1-2	3-4
F.2 Describe how the IET service approach will be aligned to credentials of value such as industry certificates and certifications.	4	0	1-2	3-4
F.3 Identify the types of credentials available to students who participate in the IET service approach.	2	0	1	2
				Maximum Score: 10 points

PRIORITY #3: ENSURE ALL LEARNERS RECEIVE HIGH QUALITY INSTRUCTION THAT PRIORITIZES MEASURABLE LABOR MARKET NEEDS AND OUTCOMES WHILE WORKING TO ELIMINATE EQUITY AND ACHIEVEMENT GAPS IN THE COMMUNITY

Part G - Quality Program Offerings	Max Points	No Response (Information not provided)	Weak (Vague, little evidence)	Strong (Clear, sufficient evidence)
The application should: • explain the project's ability to accommodate students with disabilities, including learning disabilities; • outline the program's enrollment system; • identify expectations for attendance and participation; • clearly identify how the program provides the intensity and duration required for students to make adequate progress; • provide evidence of a rigorous curriculum to improve student achievement; • explain the flexible schedules and other strategies utilized to enable learners to achieve goals. • provide clear indication of research and evidence-based instructional practices; • identify how the curriculum assists those participants with special learning needs; • explain how the agency will use assessment results to tailor instruction to meet the needs of students. • provide a thorough description of the support services offered to students to reduce barriers to access educational services.				

G.1   Describe the program enrollment system in place that ensures quality learning and outcomes including:
  a. open-entry/open-exit enrollment, managed enrollment.
  b. the type of course modality offered (online, blended learning, laboratory, traditional classroom setting).
  c. the expectations for students' participation and attendance (for example, number of hours, weeks) to demonstrate sufficient intensity and duration informed by rigorous research necessary for making learning gains.
  d. how this system will offer a flexible schedule, local support services, and provide a quality learning system (such as childcare, transportation, mental health services, and career planning) for all students, including those with special learning needs, low levels of literacy skills, learning disabilities and other special needs, to attend and complete program.
	3	0	1-2	3

G.2 Describe how the instructional schedule is aligned with the program's assessment post-testing procedures.	3	0	1-2	3
G.3 Complete the **Program Offerings Summary Form** in the Corrections Education Excel grant application workbook. This form will summarize all planned program offerings in the 2021-2022 year and used to demonstrate the size and scope of the adult education instructional services that will be available during the two-year plan.	2	0	1	2
G.4 Describe the policies in this two-year plan adopted by the eligible provider to accommodate students and staff with disabilities, including learning disabilities, as described in the American Disabilities Act of 1990 (42 U.S.C. 12102).	3	0	1-2	3
G.5 Describe how the eligible provider will use rigorous research and evidence-based instructional approaches for ABE and ELA (e.g., essential components of reading instruction, differentiated instruction, direct explicit instruction, and use of formative assessment, use of standards-based instruction) to assist adult students with achieving substantial learning gains.	2	0	1	2

		Max Points	No Response (Information not provided)	Weak (Vague, little evidence)	Strong (Clear, sufficient evidence)
G.6	Describe the student support and transition services that support the two-year plan for quality instructional programming. The response must include the following: a. how the program will assess students' educational needs, need for support services and accommodations and how will providers or partners will deliver those services; and b. how the program will provide student advisement services to facilitate transition to postsecondary education/training and employment.	2	0	1	2
	Maximum Score: 15 points				

Part H - Technology and Online Learning		Max Points	No Response (Information not provided)	Weak (Vague, little evidence)	Strong (Clear, sufficient evidence)
The application should: • explain the project's ability to accommodate students with disabilities, including learning disabilities; • explain the use of technology for classroom-based instruction, blended learning environments, and distance learning programs; • illustrate how the use of technology will lead to improvements in instructional delivery and performance.					
H.1	Describe how the program will integrate the use of technology into class instruction including the following: a. how the instructor will use technology as a classroom tool; b. how students may be using technology to develop digital literacy skills in the classroom or as an integral part of their own class work; c. how digital literacy skills are being integrated into workforce preparation activities and in support of IET programs; d. how distance learning opportunities will be made available for students, particularly those with low levels of literacy and learning disabilities;	2	0	1	2
H.2	Describe how technology and online learning may lead to improved student performance.	1	0	0	1
H.3	Describe the kind of information and data that will be analyzed by programs to monitor student engagement/persistence enrolled in a distance learning program versus a traditional classroom-based enrollment.	2	0	1	2
	Maximum Score: 5 points				

Part I - Instructional Personnel and Professional Development	Max Points	No Response (Information not provided)	Weak (Vague, little evidence)	Strong (Clear, sufficient evidence)
The application should: • explain how the agency will ensure activities are delivered by highly-qualified instructors and other staff; • include a description of part-time and full-time staff members; • include information about the agency's professional development plan; • identify the minimum qualifications for staff members; outline professional development activities.				
I.1 Describe the agency's plan for implementing continuous professional development to ensure staff are knowledgeable about adult education instruction, assessment, policies, procedures, career pathways strategies and other regional priorities.	2	0	1	2
I.2 Describe how the agency's professional development plan supports instructors in incorporating current research and evidence-based instructional strategies that lead to effective program outcomes.	1	0	0	1
I.3 Describe the agency's minimum qualifications for the instructors, counselors and administrators delivering the program activities during the two-year plan.	1	0	0	1
I.4 Complete the **Personnel Chart** in the Adult Education Excel grant application workbook excel workbook to document the instructional personnel available during the two-year plan.	1	0	0	1
				Maximum Score: 5 points

Part J - Activity: Family Literacy (Two-Generation) Models	No Response (Information not provided)	Weak (Vague, little evidence)	Strong (Clear, sufficient evidence)
The application should: • provide a clear explanation of the need for Family Literacy services; • include a thorough description of how the program will integrate Family Literacy related activities.			
J.1 Describe any current two-generation approaches with educational activities simultaneously for corrections education students' family members and their children. a. Describe any planned two-generation programs and discuss how they embed the six evidence-based key components consisting of early childhood education; adult and postsecondary education and workforce pathways; economic supports and assets; K-12 – kindergarten readiness and third grade reading skills on time; health and well-being; and social capital. b. Provide information on the how the coordination of support services align to the identified broader set of regional partners described under Priority 1.	N/A	N/A	N/A
J.2 Describe the regional need for two-generation approaches and any proposed plan for identifying appropriate provider partners and co-developing two-generation models during this first year of this two-year plan. Provide an overview of the partners' ability to provide two-generation services. Include information regarding: a. Curriculum/material intended to be used to provide instruction to this population; b. Types of activities that will be implemented in the program; and c. Partnerships, support services and accommodations.	N/A	N/A	N/A
			NOT SCORED

PRIORITY #4: INCENT, MEASURE, AND SUPPORT ENHANCED PROGRAM EFFECTIVENESS

Part K - Performance Outcomes The application should: • provide quantitative data demonstrating past effectiveness in terms of improving literacy skills; • outline how the agency measures performance and transition outcomes.		Max Points	No Response (Information not provided)	Weak (Vague, little evidence)	Strong (Clear, sufficient evidence)
K.1	Describe how the grant application two-year plan accounts for the evaluation and reporting of educational performance and student exit outcomes, including completing an educational gain and transitioning students into postsecondary education or training and the workforce.	3	0	1-2	3
K.2	Describe how the eligible provider will adequately achieve the need for services of enrollees functioning at lower levels (such as ABE levels 1, 2, and 3 and ESL levels 1, 2, 3).	4	0	1-2	3-4
K.3	Describe the eligible providers' past effectiveness in meeting the needs of the target population(s). If new to AEFLA funding, describe the program past effectiveness with serving adult students.	3	0	1-2	3
K.4	Complete the following: a. **Corrections Education Demonstrated Effectiveness Tables** in the Corrections Education Excel grant application workbook. This chart will be used to document an eligible provider's performance data on improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy, in the content domains of reading, writing, mathematics, and ELA. b. **Enrollment and Performance Chart** in the Corrections Education Excel grant application workbook. This chart will document the anticipated enrollment and performance of enrollees during the two-year period.	Not scored	N/A	N/A	N/A
				Maximum Score: 10 points	

Part L - Comprehensive Performance Monitoring	Max Points	No Response (Information not provided)	Weak (Vague, little evidence)	Strong (Clear, sufficient evidence)
The application should: • provide information about the agency's management information system, data collection and management; • identify tracking and reporting procedures for attendance and assessments; • outline staff responsibilities related to information management and data collection; explain the uses of data for program management and improvement.				

L.1   Describe the agency's data management information system and practices for the following:
  a. Tracking student outcomes
  b. Providing frequent student and program data to teachers and staff to better target educational services and to ensure program effectiveness.
  c. Monitoring program performance
  d. Maintaining quality in the data
  e. Data collection, security and data privacy
  f. Tracking attendance records
  g. Tracking student assessments (pre and post-assessments)
  h. Using data for program and system improvements
  i. Sharing data with expanded regional partners for strategic improvements
	4	0	1-2	3-4

L.2 Describe how the agency's personnel will engage in the collection, entry, attestation, correction of errors and resolution of issues in the data management system. Describe any current limitations.	3	0	1-2	3

L.3   Describe how data will be used:
  a. for program management and program improvement
  b. to measure participant outcomes
  c. to evaluate learning gains and student goal achievement
  d. to design IETs and two-generation approaches
  e. to identify gaps and recruit partners to better support high-need priorities
  f. for use beyond NRS and compliance reporting
	4	0	1-2	3-4

L.4 Describe how the project will comply with the reporting requirements of the National Reporting System (NRS) and WIOA Performance Measures (Section 116).	4	0	1-2	3-4
				Maximum Score: 15 points

BUDGET INFORMATION AND OTHER NARRATIVE SECTION

Part M - Budget Narrative The application should: • provide a reasonable explanation of the proposed budgets; • identify how funds will be spent; • clearly demonstrate that project funds will be used to supplement services. explain how expenditures are consistent with WIOA requirements.		Max Points	No Response (Information not provided)	Weak (Vague, little evidence)	Strong (Clear, sufficient evidence)
M.1	Describe how the funds requested will be spent to meet the objectives consistent with the requirements of WIOA, as outlined in the eligible providers' written narrative responses.	5	0	1-2	3-5
M.2	Describe how funds will be used to supplement (not supplant) adult education services.	5	0	1-2	3-5
M.3	Provide a detailed budget **(Budget Narrative, Form DOE 101S) for each funding stream AGE-WIOA Section 231 and/or IELCE WIOA Section 243.** The written narrative must clearly provide direct linkage to the adult education program.	5	0	1-2	3-5
				Maximum Score: 15 points	

Support for the Strategic Plan The application should: • explain how the project will incorporate parts of the Strategic Goals; identify plans to address reading, math, and science initiatives.	No Response (Information not provided)	Weak (Vague, little evidence)	Strong (Clear, sufficient evidence)
Describe how the project will incorporate one or more of the Strategic Goals included in the Florida's PreK-20 Education Strategic Plan. Florida's Strategic Goals are available at http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml.	N/A	N/A	N/A

General Education Provisions Act (GEPA) The application should: • describe the agency's plan to ensure equitable access and program participation.	No Response (Information not provided)	Weak (Vague, little evidence)	Strong (Clear, sufficient evidence)
Grantees must provide a concise description of the process to ensure equitable access to, and participation of students, teachers and other program beneficiaries with special needs. For details, refer to: http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf.	N/A	N/A	N/A
			NOT SCORED

Dissemination Plan The application should: • explain the methods and strategies to be utilized for the dissemination of information to stakeholders.	No Response (Information not provided)	Weak (Vague, little evidence)	Strong (Clear, sufficient evidence)
Describe the methods/strategies to disseminate and share information about the proposed project to appropriate populations.	N/A	N/A	N/A
			NOT SCORED