



MISSISSIPPI COMMUNITY COLLEGE BOARD
OFFICE OF ADULT EDUCATION

ADULT EDUCATION AND FAMILY LITERACY
Multi-Year Request for Proposal (RFP)
RFP 2026-2030
SCORING RUBRIC

Name of Applicant

	SECTION 231	SECTION 243	SECTION 225
SELECT FUNDING TYPE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of Reviewer

	MAXIMUM SCORE	OVERALL SCORE
SCORE FOR NARRATIVE (A-D)	700	
SCORE FOR SECTION 243, IELCE (E) - (IF APPLICABLE)	100	
SCORE FOR SECTION 225, CORRECTIONS (F) - (IF APPLICABLE)	100	

Thank you for reviewing the Adult Education & Family Literacy applications for the MCCB, OAE. You will receive applications for your review by **April 10, 2025**.

Review Instructions: Please use one copy of this form for *each application* you receive for review. Read each application thoroughly. Respond to the narrative items on this form *for each application* with as much detail as possible. Please keep in mind that your feedback and scoring of the narrative portions of the applications will contribute to funding decisions.

As you read each narrative section, please evaluate the applicant's responses based on the rubric provided. **A separate rubric is required for each type of funding application submitted.** Use the comments section to support the score you assign to each response. It is not necessary for these comments to be lengthy, but please be clear so we can understand your intent and recommendations. Please be consistent with your evaluations from application to application. It is not necessary for your scores to agree with other evaluators as long as you are consistent with yourself.

When you have completed your evaluation, please total the scores for A-D and enter that total on this cover page for "Score for Narrative". If a program has applied for IELCE funding (E) or Corrections Education funding (F), please enter those totals separately on the cover page as well.

If you have any questions about the review process, please contact:

Beth Little
State Director of Adult Education & High School Equivalency
blittle@mccb.edu
601-432-6138

Please return your feedback to the OAE by no later than **April 25, 2025**.

Please save the file as [NAME OF APPLICANT].[REVIEWER INITIALS].RUBRIC.[SECTION XXX]
Example: ABCCollege.BL.Rubric.SECTION231

SECTION 4 – FUNDING APPLICATION NARRATIVE. SCORING CRITERIA:

Please rate each item, A-D, at one of three levels. The “Score” column indicates the range of scores possible for each level. The “Item Score Description” for each level describes basic characteristics of a response to be scored at the bottom of that level.

The “Comments” box will expand as needed to accommodate text. Please submit this completed rubric electronically to adulthoodeducation@mccb.edu no later than April 25, 2025.

A. Executive Summary: Briefly describe the proposed Adult Education (AE) program, including: <ul style="list-style-type: none">i. Geographic area of service and special population(s) servedii. Overview of current services, student population, and key initiatives or partnershipsiii. Overview of planned services, student population, and key initiatives or partnerships (Sec. 463.22) include:<ul style="list-style-type: none">(1) A description of how funds awarded under this title will be spent consistent with the requirements of Title II of WIOA (AEFLA);(2) A description of any cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities;(3) A description of how the eligible provider will provide services in alignment with the local workforce development plan, including how such provider will promote concurrent enrollment in programs and activities under Title I of WIOA, as appropriate. Possible points—90 1,500 word maximum		
Score	Criterion Score Description	Comments
0-30 points	Geographic area of service, special populations served, and current services are not described. Does not demonstrate clear knowledge of AEFLA and local workforce plan and/or does not describe in detail how services will be provided.	
31-60 points	Summary is incomplete or unclear in some respects. Geographic areas of service, special populations served, and current services only partially described. Sparse or unspecific description of how funds will be spent in a way that is consistent with AEFLA and local workforce plan.	
61-90 points	Clear, complete summary of the proposed program, including a full description of area	

	of service, special populations served, and current services. Detailed information is provided about how AEFLA funds will be spent and existing cooperative arrangements. There is evidence of clear alignment with local workforce plan and the requirements of AEFLA.	
Score for A. Executive Summary: <div>Score: _____</div>		

B. GENERAL EDUCATION PROVISIONS ACT (GEPA) STATEMENT

The Department of Education's General Education Provisions Act (GEPA) applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

Section 427 of GEPA lists six types of barriers that may impede equitable access or full participation in a project: gender, race, national origin, color, disability, or age. Determine whether these or other barriers may prevent students access or participation to in the project. In the statement, describe the steps the program will take to overcome the barriers and ensure equity of access and participation in the project.

For more information, see <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

Yes/No 10 points 500 word maximum

Score	Criterion Score Description	Comments
Yes – 10 points	The response describes the steps the program will take to ensure equitable access to, and equitable participation in, the project. It describes how the program will overcome identified barriers for students.	
No – 0 points	The application does not include a GEPA response or the response is not complete or fully responsive to the requirements.	

Score for B. GEPA Statement:

Score: _____

C1. CONSIDERATION 1, SEC. 231 (E)(1):

What the law says:

In awarding grants or contracts under this section, the eligible agency shall consider the degree to which the eligible provider would be responsive to—

- a. regional needs as identified in the local plan under section 108; and*
- b. serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals—*
 - (i) who have low levels of literacy skills; or*
 - (ii) who are English language learners;*

Required Narrative:

- 1) Describe how your program, and the services your program provides, align to the needs laid out in the local workforce development (LWDA) plan for your local area.*
- 2) Describe how your program is designed to serve individuals who have low levels of literacy skills.*
- 3) Describe how your program is designed to serve individuals who are English language learners.*

Possible points—60 1,000 word maximum

Score	Criterion Score Description	Comments
0-20 points	The response is incomplete or unclear in some respects. It may not describe how services will be provided in alignment with the LWDA plan. Program services for low literacy students and/or English language learners may not be clearly outlined.	
21-40 points	The response is partially complete and may describe how services will be provided in alignment with the LWDA plan. Program services for low literacy students and/or English language learners may be partially outlined, with some support from best practices and research in adult literacy education.	
41-60 points	The response clearly and completely describes how services will be provided in alignment with the LWDA plan. Program services for low literacy students and English language learners are clearly and completely outlined, reflecting research and best practices in	

	literacy education.	
Score for C1. CONSIDERATION 1, SEC. 231 (E)(1):		Score: _____

C2. CONSIDERATION 2, SEC. 231 (E)(2)

What the law says:

In awarding grants or contracts under this section, the eligible agency shall consider—

The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;

Required Narrative:

- 1) *Describe how your program is designed to serve eligible individuals with disabilities.*
- 2) *Describe how your program is designed to serve eligible individuals with learning disabilities.*

Possible points—30 500 words maximum

Score	Criterion Score Description	Comments
0-10 points	The response is incomplete or unclear in some respects. It does not describe well how the program will serve eligible individuals with disabilities.	
11-20 points	The response only partially describes how the program will serve eligible individuals with disabilities.	
21-30 points	The response clearly and completely describes how the program will serve eligible individuals with disabilities, including eligible individuals with learning disabilities.	

Score for C2. CONSIDERATION 2 SEC. 231 (E)(2):

Score: _____

C3. CONSIDERATION 3 SEC. 231 (E)(3)

What the law says:

In awarding grants or contracts under this section, the eligible agency shall consider—

Past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet state-adjusted levels of performance for the primary indicators of performance described in section 116, especially with respect to eligible individuals who have low levels of literacy;

Required Narrative:

1) *Provide detail as to the effectiveness of your program in improving the literacy of eligible individuals.*

2)

State Adjusted Levels of Performance	
Performance Measure	FY 24 Negotiated Level of Performance
Measurable Skill Gain (MSG)	56.0%
Credential Attainment Rate	40.0%
Employment (Second Quarter After Exit)	57.0%
Employment (Fourth Quarter After Exit)	59.0%
Median Earnings (Second Quarter After Exit)	\$4,100.00

3) *Describe how your program has worked to improve the literacy of eligible individuals who have low levels of literacy.*

Required Data:

Applicants are required to submit data regarding their past effectiveness for fiscal years 2023 (July 1, 2022 – June 30, 2023), and 2024 (July 1, 2023 – June 30, 2024). See the tables in the application for the data for this response. The levels of performance submitted on the tables will be used to determine the quality of performance of the applicants.

Possible points—60 1,000 words maximum (not including tables)

Score	Criterion Score Description	Comments
0-20 points	The response is incomplete or unclear in more than one respect. The description is minimally responsive regarding how the program has effectively improved the literacy skills of eligible individuals in the past and how it will meet the state-adjusted levels of performance.	
21-40 points	The description is somewhat responsive	

	regarding how the program has effectively improved the literacy skills of eligible individuals in the past and will meet the state-adjusted levels of performance. It cites some relevant data and research and demonstrates the program has some understanding of the state-adjusted levels of performance are and how to meet them.	
41-60 points	The description is fully and clearly responsive regarding how the program has effectively improved the literacy skills of eligible individuals in the past and will meet the state-adjusted levels of performance in the future. It cites relevant data and research and clearly demonstrates the program has an understanding of how to meet state-adjusted levels of performance.	
Score for C3. CONSIDERATION 3, SEC. 231 (E)(3): Score: _____		

C4. CONSIDERATION 4, SEC. 231 (E)(4)

What the law says:

In awarding grants or contracts under this section, the eligible agency shall consider —

The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under section 108 of the Act, as well as the activities and services of the one-stop partners;

Required Narrative:

1) *Explain how your program aligns its activities to the strategies and goals of the local WIOA plan.*

2) *Explain how your program aligns with the activities and services of the one-stop partners in your designated local area(s).*

3) *Describe how the eligible provider has input on the local workforce development board.*

Possible points—30 500 words maximum

Score	Criterion Score Description	Comments
0-10 points	The response is incomplete or unclear in some respects. The description is minimally responsive to how the organization will align its activities to the strategies and goals of the local WIOA plan, aligns with the activities and services of the one-stop partners in your designated local area(s), and/or describes how the eligible provider has input on the local workforce development board(s).	
11-20 points	The description is partially responsive to how the organization will align its activities to the strategies and goals of the local WIOA plan, aligns with the activities and services of the one-stop partners in your designated local area(s), and/or describes how the eligible provider has input on the local workforce development board(s).	
21-30 points	The description is fully and clearly responsive to how the organization will align its activities to the strategies and goals of the local WIOA plan, aligns with the activities and services of the one-stop partners in your	

	designated local area(s), and describes clearly and completely how the eligible provider has input on the local workforce development board(s).	
Score for C4. CONSIDERATION 4, SEC. 231 (E)(4):		Score: _____

C5. CONSIDERATION 5, SEC. 231 (E)(5)

What the law says:

In awarding grants or contracts under this section, the eligible agency shall consider—

Whether the eligible provider’s program— is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and uses instructional practices that include the essential components of reading instruction;

Required Narrative:

Describe how your program provides sufficient intensity and quality to allow students to make substantial learning gains.

Describe how your program design incorporates the most rigorous research available so that participants achieve substantial learning gains.

Describe how your program uses instructional practices that include the essential components of reading instruction.

Possible points—60 1,000 words maximum

Score	Criterion Score Description	Comments
0-20 points	The response is incomplete or unclear in some respects. The description is minimally responsive regarding how the organization’s program is 1) of sufficient intensity and quality, 2) is based on the most rigorous research; and 3) uses instructional practices that include the essential components of reading instruction.	
21-40 points	The description is partially responsive and provides some specificity regarding how the organization’s program is 1) of sufficient intensity and quality, 2) is based on the most rigorous research; and 3) uses instructional practices that include the essential components of reading instruction.	
41-60 points	The description is fully responsive and clear. It provides some specificity and cites research regarding how the organization’s program is 1) of sufficient intensity and quality, 2) is based on the most rigorous research; and 3) uses instructional practices that include the essential components of reading instruction.	

Score for C5. CONSIDERATION 5, SEC. 231 (E)(5):

Score: _____

C6. CONSIDERATION 6, Sec. 231(2)(c)(6):

What the law says:

In awarding grants or contracts under this section, the eligible agency shall consider—

Whether the eligible provider's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice;

Required Narrative:

1) Reading, Writing, and Speaking Instruction

(A) Describe how your program delivers reading, writing, and speaking instruction.

(B) Describe how your program's instruction is based on the best practices derived from the most rigorous and appropriate research available.

(C) Describe how your program incorporates scientifically valid research and effective educational practice.

2) Mathematics Instruction

(A) Describe how your program delivers mathematics instruction.

(B) Describe how your program's instruction is based on the best practices derived from the most rigorous and appropriate research available.

(C) Describe how your program incorporates scientifically valid research and effective educational practice.

3) English Language Acquisition Instruction

(A) Describe how your program delivers English language acquisition instruction.

(B) Describe how your program's instruction is based on the best practices derived from the most rigorous and appropriate research available.

(C) Describe how your program incorporates scientifically valid research and effective educational practice.

Possible points—60 1,000 words maximum

Score	Criterion Score Description	Comments
0-20 points	The response is incomplete or unclear in some respects. The description is minimally responsive or unclear regarding how the organization's activities are based on the best practices derived from the most rigorous research available.	
21-40 points	The description is partially responsive regarding how the organization's activities are based on the best practices derived from the most rigorous research available. Some relevant research is cited.	
41-60 points	The description is fully responsive and clear regarding how the organization's activities	

	are based on the best practices derived from the most rigorous research available. The response cites relevant research and shows alignment of activities with research.	
Score for C6. CONSIDERATION 6, Sec. 231(2)(c)(6):		Score: _____

C7. CONSIDERATION 7, Sec. 231(2)(c)(7)

What the law says:

In awarding grants or contracts under this section, the eligible agency shall consider —

Whether the eligible provider’s activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance;

Required Narrative:

1) *Describe how your program uses technology to enhance programming and increase the quality of learning.*

(A) Describe how your program’s use of technology leads to improved performance.

2) *Describe how your program uses distance education to enhance programming and increase the quality of learning.*

(A) Describe how your program’s use of distance education leads to improved performance.

Possible points—30 500 words maximum

Score	Criterion Score Description	Comments
0-10 points	The response is incomplete or unclear in some respects. The description is minimally responsive regarding how the organization’s activities effectively use technology.	
11-20 points	The description is partially responsive on how the organization’s activities effectively use technology. Response may cite some data.	
21-30 points	The description is fully responsive on how the organization’s activities effectively use technology. Response cites data clearly indicating improved student learning due to the use of technology services and delivery systems.	

Score for C7. CONSIDERATION 7, Sec. 231(2)(c)(7):

Score: _____

C8. CONSIDERATION 8, Sec. 231(2)(c)(8)

What the law says:

In awarding grants or contracts under this section, the eligible agency shall consider —

Whether the eligible provider’s activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship;

Required Narrative:

1) Describe how your program offers contextualized learning opportunities, including integrated education and training, so that an individual acquires the skills needed to:

(A) transition to and complete postsecondary education and training programs.

(B) obtain and advance in employment leading to economic self-sufficiency.

(C) exercise the rights and responsibilities of citizenship.

Possible points—60 1,000 words maximum

Score	Criterion Score Description	Comments
0-20 points	The response is incomplete or unclear in some respects. The description is minimally responsive regarding how the organization’s activities provide learning in context.	
21-40 points	The description is partially responsive and provides some specificity regarding how the organization’s activities provide learning in context. The response may cite some research.	
41-60 points	The description is fully responsive regarding how the organization’s activities provide learning in context. The response cites research and relates it to the applicant’s contextual learning activities.	

Score for C8. CONSIDERATION 8, Sec. 231(2)(c)(8):

Score: _____

C9. CONSIDERATION 9, Sec. 231(2)(c)(9):

What the law says:

In awarding grants or contracts under this section, the eligible agency shall consider —

Whether the eligible provider’s activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high-quality professional development, including through electronic means;

Required Narrative:

1) How do your instructional positions align with the College and Career Readiness Standards (CCRS) for Adult Education?

2) Describe the face-to-face and electronic professional development available to your staff.

3) Describe the face-to-face and electronic professional development in which your staff participates.

Possible points—60 1,000 words maximum

Score	Criterion Score Description	Comments
0-20 points	The response is incomplete or unclear in some respects. The description is minimally responsive regarding standards alignment, instructors, and/or professional development. Demonstrates little understanding of the CCRS.	
21-40 points	The description is partially responsive regarding the organization’s standards alignment, instructors, and/or professional development. Response may be lacking some specificity. Demonstrates some understanding of the CCRS.	
41-60 points	The description is fully responsive and specific regarding the organization’s instructors and professional development. The response demonstrates in-depth understanding of the CCRS.	

Score for C9. CONSIDERATION 9, Sec. 231(2)(c)(9):

Score: _____

C10. CONSIDERATION 10, Sec. 231(2)(c)(10):

What the law says:

In awarding grants or contracts under this section, the eligible agency shall consider —

Whether the eligible provider's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways;

Required Narrative:

1) Describe how your program coordinates the development of career pathways with other available education, training, and social service resources in the community, such as by establishing strong links with:

(A) Elementary and secondary schools;

(B) Postsecondary educational institutions;

(C) Institutions of higher education;

(D) Local workforce development boards;

(E) One-stop centers;

(F) Job training programs;

(G) Social services agencies;

(H) Business and industry;

(I) Labor organizations;

(J) Community-based organizations;

(K) Nonprofit organizations.

Possible points—30 500 words maximum

Score	Criterion Score Description	Comments
0-10 points	The response is incomplete or unclear in some respects. The description is only minimally responsive regarding how the program coordinates in the development of career pathways with others, or the program coordinates with few or no other community resources.	
11-20 points	The description is partially responsive regarding how the program coordinates in the development of career pathways with others. Response demonstrates that some efforts have been made to coordinate with other community resources. Response may lack specificity or detail.	

21-30 points	The description is fully responsive regarding how the program coordinates the development of career pathways with others. The response provides much specificity and detail and/or demonstrates a high level of community partnership in career pathways efforts.	
Score for C10. CONSIDERATION 10, Sec. 231(2)(c)(10): Score: _____		

C11. CONSIDERATION 11, Sec. 231(2)(c)(11)

What the law says:

In awarding grants or contracts under this section, the eligible agency shall consider —

Whether the eligible provider’s activities offer flexible schedules and coordination with federal, state, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;

Required Narrative:

1) Describe how your program offers flexible schedules necessary to enable individuals to attend and complete programs.

2) Describe how your program offers flexible schedules necessary to enable individuals with disabilities or other special needs to attend and complete programs.

3) Describe how your program coordinates with federal, state, and local entities to provide the following services necessary to enable individuals to attend and complete programs:

(A) child care;

(B) transportation;

(C) mental health services;

(D) career planning.

(E) With what other federal, state, or local support services does your program coordinate?

4) Describe how your program coordinates with federal, state, and local entities to provide the following services necessary to enable individuals with disabilities or other special needs to attend and complete programs:

(A) child care;

(B) transportation;

(C) mental health services;

(D) career planning.

(E) With what other federal, state, or local support services does your program coordinate?

Possible points—30 500 words maximum

Score	Criterion Score Description	Comments
0-10 points	The response is incomplete or unclear in some respects. The description is minimally responsive regarding how the organization offers flexibility as described in the prompt and/or the program does not offer much or any flexibility for either or both populations described in the prompt.	
11-20 points	The description is partially responsive on how the organization’s activities offer flexibility as described in the prompt. The program offers at least some flexibility for	

	both populations described in the prompt.	
21-30 points	The description is fully responsive on how the organization's activities offer flexibility as described in the prompt. Response demonstrates that the program has effectively provided significant flexibility for both populations described in the prompt.	
Score for C11. CONSIDERATION 11, Sec. 231(2)(c)(11): Score: _____		

C12. CONSIDERATION 12, Sec. 231(2)(c)(12):

What the law says:

In awarding grants or contracts under this section, the eligible agency shall consider—

Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with section 116) and to monitor program performance.

Required Narrative:

*Funded programs must commit to using Mississippi's Adult Education Student Information System (LACES) to allow for the recording, monitoring, and reporting of measurable participant outcomes. **(This is a state requirement.)***

1) Describe the processes in place to ensure the accurate recording of student information including, but not limited to, demographics, testing, attendance, and outcome data.

*2) Describe the process in place to ensure monthly **(state requirement)** entry of applicable student data into the LACES data system.*

Possible points—30 500 words maximum

Score	Criterion Score Description	Comments
0-10points	The response is incomplete or unclear in some respects. The description is not responsive on how the organization will ensure the accurate recording of student information.	
11-20 points	The response is partially responsive on how the organization will ensure the accurate recording of student information, providing some specificity and detail regarding processes.	
21-30 points	The description is fully responsive on how the organization will ensure the accurate recording of student information, providing much specificity and detail regarding processes.	

Score for C12. CONSIDERATION 12, Sec. 231(2)(c)(12):

Score: _____

C13. CONSIDERATION 13, Sec. 231(2)(c)(13):

What the law says:

In awarding grants or contracts under this section, the eligible agency shall consider—

Whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs.

Required Narrative:

1) Describe the need for English language acquisition and civics education programs in the area(s) in which your program is located.

(A) What data sources indicate the need?

Possible points—30 500 words maximum

Score	Criterion Score Description	Comments
0-10points	The response is incomplete or unclear in some respects. The description is minimally responsive regarding English language acquisition and/or civics education programs. Relevant data may not be included.	
11-20 points	The response is partially responsive regarding English language acquisition and/or civics education programs. The application may have cited some data and/or research indicating a need in the area for such programs.	
21-30 points	The description is fully responsive regarding English language acquisition and civics education programs. The application cites and analyses data—program data, survey data, census data, community data—that demonstrate and evaluate the need for these programs.	

Score for C13. CONSIDERATION 13, Sec. 231(2)(c)(13):

Score: _____

D. One-Stop Partner Responsibilities, Sec. 463.22(a)(5)

A description of how the eligible provider will fulfill, as appropriate, required one-stop partner responsibilities.

Required Narrative:

Describe how your program will:

- (i) Provide access through the one-stop delivery system to adult education and literacy activities;*
- (ii) Use a portion of the funds made available under the Act to maintain the one-stop delivery system, including payment of the infrastructure costs (paid from local program Administrative Costs funds) for the one-stop centers, in accordance with the methods agreed upon by the Local Board and described in the memorandum of understanding or the determination of the Governor regarding State one-stop infrastructure funding;*
- (iii) Enter into a local memorandum of understanding with the Local Board, relating to the operations of the one-stop system;*
- (iv) Participate in the operation of the one-stop system consistent with the terms of the memorandum of understanding, and the requirements of the Act; and*
- (v) Provide representation to the local workforce development board. The State will provide representation to the state workforce board.*

Possible points—30 500 words maximum

Score	Criterion Score Description	Comments
0-20 points	The response is incomplete or unclear in several respects. The description is minimally responsive regarding one-stop partner responsibilities and includes little of the information requested in the narrative prompt.	
21-40 points	The response is partially responsive regarding one-stop partner responsibilities, including some of the information requested in the narrative prompt. Response may be lacking specificity or detail.	
41-60 points	The description is fully responsive regarding one-stop partner responsibilities, including all of the information requested in the narrative prompt. Response offers significant specificity and detail.	

Score for D. One-Stop Partner Responsibilities, Sec. 463.22(a)(5):

Score: _____

E. Integrated English Literacy and Civics Education, Sec. 243

NOTE: Only complete this section if your program is applying for Sec. 243 IELCE PROGRAM funds. Before you decide whether or not to apply for Sec. 243 funds, please be sure to review all information provided carefully.

What the law says:

Under Title II of WIOA, a portion of AEFLA funds are reserved specifically for the IELCE PROGRAM (Sec. 243), as distinct from IELCE *services* which also remain an allowable adult education and literacy activity that eligible providers may include in their services using non-IELCE (Sec. 243) AEFLA funding.

Section 203(2) of WIOA defines “adult education and literacy activities” as “...programs, activities, and services that include adult education, literacy, workplace adult education and literacy activities, family literacy activities, English language acquisition activities, integrated education and training.” Section 203(12) of WIOA defines “integrated English literacy and civics education” (IELCE) as “...education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.”

To be clear, the IELCE PROGRAM established under section 243 of WIOA differs from the more general IELCE “services” in that providers receiving funds for this specific Sec. 243 PROGRAM must: (1) Provide IELCE activities in combination with IET, and (2) prepare English language learners for, and place them in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency, as well as integrate with the local workforce development system to carry out the activities of the program.

Under Section 203(11) of WIOA and 34 C.F.R. § 463.35, “integrated education and training” (IET) means “...a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.” IET is further described at 34 C.F.R. §§ 463.36–463.38. To learn more about the statutory requirements of IET, you may find the following resource helpful because it breaks everything down nicely, complete with statutory and rule citations:

https://lincs.ed.gov/sites/default/files/IET_checklist508FINAL_0.pdf

Narrative:

- 1) Describe your program’s English language acquisition instruction and how your program instructs on the rights and responsibilities of citizenship and civic participation.
- 2) Describe how your program is designed to prepare English languages learners for occupations in in-demand industries and occupations that lead to economic self-sufficiency.
- 3) Describe how your program places English languages learners into in-demand industries and occupations that lead to economic self-sufficiency.
- 4) Describe how your program integrates with the local workforce development system and its functions to carry out the activities of the Integrated English Literacy and Civics Education program.

- 5) Describe how your program plans to meet the requirement to use funds for IELCE in combination with IET activities. Your program may meet the requirement by co-enrolling participants in IET that is provided within the local or regional workforce development area from sources other than Sec. 243 or by using funds provided under Sec. 243 to support IET activities.
- 6) Describe who is eligible to receive IELCE services in your program, including professionals with degrees and credentials obtained in their native countries.

Possible points—100 1,500 words maximum

Score	Criterion Score Description	Comments
0-33points	The response is incomplete or unclear in several respects. It may not adequately or only minimally describe the program's IELCE program offerings. Information on one or more of the six elements of the prompt are not clear or complete. Response lacks specificity and detail. Insufficient or lacking references to relevant research and best practices.	
34-66 points	The response partially describes the program's IELCE offerings. Response addresses each of the six elements of the prompt but may lack specificity and detail in some parts. Response makes reference to some relevant research and best practices.	
67-100 points	The response clearly and completely describes the program's IELCE offerings. Response fully addresses each of the six elements of the prompt with specificity and detail. Response makes sufficient reference to relevant research and best practices.	

Score for E. Integrated English Literacy and Civics Education, Sec. 243(c); 34 CFR 463.33, 70-.75:

Score: _____

F. Programs for Corrections Education and Other Institutionalized Individuals, Sec. 225

NOTE: Only complete this section if your program intends to serve the target populations as listed and defined in Section 225, with allowable programs and activities as indicated.

What the law says:

SEC. 222. (a)(1) STATE DISTRIBUTION OF FUNDS.

Each eligible agency [in this case, NMHED] receiving a grant under section 211(b) for a fiscal year— (1) shall use not less than 82.5 percent of the grant funds to award grants and contracts under section 231 and to carry out section 225, of which not more than 20 percent of such amount shall be available to carry out section 225.

SEC. 225. PROGRAMS FOR CORRECTIONS EDUCATION AND OTHER INSTITUTIONALIZED INDIVIDUALS.

(a) PROGRAM AUTHORIZED.—From funds made available under section 222(a)(1) for a fiscal year, each eligible agency [in this case, NMHED] shall carry out corrections education and education for other institutionalized individuals.

(b) USES OF FUNDS.—The funds described in subsection (a) shall be used for the cost of educational programs for criminal offenders in correctional institutions and for other institutionalized individuals, including academic programs for—

- (1) Adult education and literacy activities;*
- (2) Special education, as determined by the eligible agency;*
- (3) Secondary school credit;*
- (4) Integrated education and training;*
- (5) Career pathways;*
- (6) Concurrent enrollment;*
- (7) Peer tutoring; and*
- (8) Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.*

(c) PRIORITY. - *Each eligible agency that is using assistance provided under this section to carry out a program for criminal offenders within a correctional institution shall give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.*

(d) REPORT.—In addition to any report required under section 116, each eligible agency [in this case, NMHED] that receives assistance provided under this section shall annually prepare and submit to the Secretary a report on the progress, as described in section 116, of the eligible agency with respect to the programs and activities carried out under this section, including the relative rate of recidivism for the criminal offenders served.

(e) DEFINITIONS.—In this section: (1) **CORRECTIONAL INSTITUTION.**—The term “correctional institution” means any— (A) prison; (B) jail; (C) reformatory; (D) work farm; (E) detention center; or (F) halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders. (2) **CRIMINAL OFFENDER.**—The term “criminal offender” means any individual who is charged with or convicted of any criminal offense.

Required Narrative:

Describe how your program shall carry out corrections education and education for other institutionalized individuals. Be sure to address each sanctioned program activity you plan to provide (listed again below); how you plan to provide it; and where/to whom.

- (A) Adult education and literacy activities;**
- (B) Special education, as determined by the eligible agency;**
- (C) Secondary school credit;**
- (D) Integrated education and training;**
- (E) Career pathways;**
- (F) Concurrent enrollment;**
- (G) Peer tutoring; and**
- (H) Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.**

Possible points—100 1,500 words maximum

Score	Criterion Score Description	Comments
0-33 points	The response is incomplete or unclear in several respects. It only minimally describes the program's corrections education program and/or education for other institutionalized individuals. The response does not describe or only minimally describes program activities that will be offered with the funding. Response lacks specificity, detail, and references to relevant research and best practices.	
34-66 points	The response partially describes the program's corrections education program and/or education for other institutionalized individuals program. The response may describe some program activities that will be offered with the funding. Response provides some specificity, detail, and references to relevant research and best practices.	
67-100 points	The response clearly and completely describes the program's corrections education program and/or education for other institutionalized individuals program. The response clearly and completely describes	

	program activities that will be offered with the funding. Response provides sufficient specificity, detail, and references to relevant research and best practices.	
Score for F. Programs for Corrections Education and Other Institutionalized Individuals, Sec. 225:		Score: _____

Based on your review of this application, please provide a summary or any additional thoughts on how the OAE's choice to fund this applicant would or would not benefit adult learners in Mississippi. Please include any overall impressions or concerns that you feel should inform our choice to fund this applicant.

RUBRIC SCORE TALLY SHEET

	DESCRIPTION	MAXIMUM SCORE	FINAL SCORE
A	EXECUTIVE SUMMARY	90	
B	GEPA	10	
C1	CONSIDERATION 1	60	
C2	CONSIDERATION 2	30	
C3	CONSIDERATION 3	60	
C4	CONSIDERATION 4	30	
C5	CONSIDERATION 5	60	
C6	CONSIDERATION 6	60	
C7	CONSIDERATION 7	30	
C8	CONSIDERATION 8	60	
C9	CONSIDERATION 9	60	
C10	CONSIDERATION 10	30	
C11	CONSIDERATION 11	30	

C12	CONSIDERATION 12	30	
C13	CONSIDERATION 13	30	
D	ONE-STOP PARTNER RESPONSIBILITIES	30	
	SUBTOTAL (A-D) (ENTER ON COVER PAGE)	700 Maximum	
E	IELCE (IF APPLICABLE)	100	
	SUBTOTAL (E) (ENTER ON COVER PAGE) IF NO SCORE, ENTER N/A	100 Maximum	
F	CORRECTIONS (IF APPLICABLE)	100	
	SUBTOTAL (F) (ENTER ON COVER PAGE) IF NO SCORE, ENTER N/A	100 Maximum	

On behalf of the Mississippi Community College Board, Office of Adult Education, thank you again for you time and expertise. We sincerely appreciate your efforts and contributions throughout this RFP process.