

# Kansas Board of Regents – Request for Proposals Evaluation Rubric

**Applicant**

**Date**

**Reviewer**

Without ELA	With ELA	IEL/CE
/425	/445	/30

## Kansas Board of Regents – Request for Proposals Evaluation Rubric

<b>Section 1: Executive Summary</b>	<b>____/15</b>			
The degree to which the eligible provider responded to the three requirements stated in the Executive Summary.	<b>Inadequate</b>	<b>Minimal</b>	<b>Adequate</b>	<b>Excellent</b>
1. The applicant defines their geographic area of service and/or any special populations that will be served if funded.	0	1 2	3 4	5
2. The applicant describes the current services offered, current student populations, and any current initiatives or partnerships	0	1 2	3 4	5
3. The applicant describes the continuation and/or improvement of services that will be provided if funded. A specific plan to offer adequate services to the defined student population both within the program and through partnerships with other providers and community partners is described.	0	1 2	3 4	5
<b>Reviewer Comments:</b>				

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Section 2: Need and Target Population	Without ELA: ____/25                      With ELA: ____/45			
<p><b>Consideration 1B:</b> The degree to which the eligible provider would be responsive to serving individuals in the community who were identified as most in need of adult education and literacy activities, including individuals who have low levels of literacy skills; or who are English language learners.</p> <p><b>Consideration 13:</b> Whether the local areas in which the eligible provider is located have demonstrated need for additional English language acquisition programs and civics education programs.</p>	<b>Inadequate</b>	<b>Minimal</b>	<b>Adequate</b>	<b>Excellent</b>
<p><b>Application should demonstrate:</b></p> <ul style="list-style-type: none"> <li>Evidence pertaining to the targeted populations <b>and the need for English language acquisition and civics education services (if applicable);</b></li> <li>Evidence of addressing students with low levels of literacy (EFLs 1&amp;2 for Adult Education and 7&amp;8 for ESL);</li> <li>Evidence of addressing the specific needs of English language learners <b>(optional);</b></li> <li>Evidence of curriculum, including career pathways, civics education, digital literacy <b>(optional);</b></li> </ul>				
1. The application provides data about the need for services and the targeted populations that will benefit from the proposal.	0 1 2 3	4 5 6	7 8 9	10
2. The application describes how the project will serve individuals in the community most in need, including those with low levels of literacy.	0 1 2 3 4	5 6 7 8 9	10 11 12 13	14 15
3. <b>(Optional for applicants providing services to English language learners.)</b> The applicant providing services to English language learners submits sufficient data about the need for English language acquisition and civics education services in their area.	0 1 2 3	4 5 6	7 8 9	10
4. <b>(Optional for applicants providing services to English language learners.)</b> The applicant providing services to English language learners describes the methodology used to offer, design, and deliver activities to meet those learners' needs. The applicant provides specific information on what allowable activities will be used.	0 1 2 3	4 5 6	7 8 9	10
<p><b>Reviewer Comments:</b></p>				

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<b>Section 3: Provider Educational Capacity</b>	____/95			
<p><b>Consideration 2:</b> The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;</p> <p><b>Consideration 3:</b> Past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet state-adjusted performance levels, especially with respect to eligible individuals who have low levels of literacy;</p> <p><b>Consideration 9:</b> 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;</p>	<b>Inadequate</b>	<b>Minimal</b>	<b>Adequate</b>	<b>Excellent</b>
<p><b>Application should demonstrate:</b></p> <ul style="list-style-type: none"> <li>Evidence of how the needs of students with various disabilities will be addressed;</li> <li>Explanation of past performance goals and effectiveness in meeting goals;</li> <li>Evidence of students' measurable skill gains, including quantitative and qualitative, as applicable;</li> <li>Explanation of how gains were measured, including any relevant evidence;</li> <li>Evidence of high quality professional development for each staff/faculty member;</li> </ul>				
1. The applicant addresses how the needs of students with disabilities, including learning disabilities, will be met.	0 1 2 3 4	5 6 7 8 9	10 11 12 13	14 15
2. The applicant defines past performance goals and how past goals were effectively met.	0 1 2 3	4 5 6	7 8 9	10
3. The applicant provides information about how measurable skill gains were measured (assessments used, surveys, data match, etc.).	0 1 2 3	4 5 6	7 8 9	10
4. The applicant provides information on outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.	0 1 2 3 4	5 6 7 8 9	10 11 12 13	14 15
5. The applicant addresses how staff meet minimum qualifications, and how positions align to the Kansas Adult Education Practitioner Standards.	0 1 2 3	4 5 6	7 8 9	10
6. The applicant provides evidence that staff have access to high quality professional development.	0 1 2 3	4 5 6	7 8 9	10
7. The applicant provides evidence that staff have access to professional development through electronic means.	0 1 2 3	4 5 6	7 8 9	10
8. The applicant provides detail about the types and frequency of professional development available to staff.	0 1 2 3 4	5 6 7 8 9	10 11 12 13	14 15
<p><b>Reviewer Comments:</b></p> <div style="height: 100px; border: 1px solid black;"></div>				

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<b>Section 4: Educational Quality</b>	<u>      </u> /85			
<p><b>Consideration 5A:</b> 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.</p> <p><b>Consideration 5B:</b> Whether the eligible provider's program uses instructional practices that include the essential components of reading instruction.</p> <p><b>Consideration 6:</b> 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, including scientifically valid research and effective educational practice.</p>	<b>Inadequate</b>	<b>Minimal</b>	<b>Adequate</b>	<b>Excellent</b>
<p><b>Application should demonstrate:</b></p> <ul style="list-style-type: none"> <li>• Description of how instructional activities are research-based and of sufficient intensity and duration so that participants achieve substantial learning gains;</li> <li>• Evidence of practices including essential components of reading instruction;</li> <li>• Explanation of how the research addresses students' needs;</li> <li>• Explanation of how the College and Career Readiness Standards (CCRS) and Northstar Digital Literacy Standards will be used to inform instruction.</li> </ul>				
1. The applicant provides sufficient information on the proposed activities.	0 1 2 3	4 5 6	7 8 9	10
2. The applicant describes instructional practices used in the program.	0 1 2 3	4 5 6	7 8 9	10
3. The applicant describes the scientific research upon which instruction is based and why this research was deemed appropriate to address the needs of the applicant's potential population.	0 1 2 3 4	5 6 7 8 9	10 11 12 13	14 15
4. The applicant describes how instructional practices include the essential components of reading instruction.	0 1 2 3	4 5 6	7 8 9	10
5. The applicant describes how the College and Career Readiness Standards (CCRS) will be used to inform instruction.	0 1 2 3 4	5 6 7 8 9	10 11 12 13	14 15
6. The applicant describes how the Northstar Digital Literacy Standards will be used to inform instruction.	0 1 2 3	4 5 6	7 8 9	10
7. The proposed activities provide sufficient intensity and quality to allow students to make substantial learning gains.	0 1 2 3 4	5 6 7 8 9	10 11 12 13	14 15
<p><b>Reviewer Comments:</b></p>				

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Section 5: Collaboration and Contextualization	_____/65			
<p><b>Consideration 1A:</b> The degree to which the eligible provider will be responsive to regional needs as identified in the local workforce development plan;</p> <p><b>Consideration 4:</b> 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 to the one-stop partners.</p> <p><b>Consideration 8:</b> Whether the eligible provider's activities provide learning in context, including through integrated education and training, so that the 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.</p> <p><b>Consideration 10:</b> Whether the eligible provider coordinates 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 Development Boards (LWDBs), one-stop centers, job training programs, and social service agencies, business, industry, community- based organizations, and intermediaries, in the development of career pathways.</p>	<b>Inadequate</b>	<b>Minimal</b>	<b>Adequate</b>	<b>Excellent</b>
<p><b>Application should demonstrate:</b></p> <ul style="list-style-type: none"> <li>Explanation of how the proposed activities align with the local plan;</li> <li>Explanation of how the proposed activities align with the area one-stop partners;</li> <li>Evidence of the promotion of concurrent enrollment with partners;</li> <li>Evidence of contextualized instruction to ensure individuals have the skills needed to compete in the workforce and exercise the rights &amp; responsibilities of citizenship;</li> <li>Evidence of how the program will incorporate career pathway programming/integrated educational and training (IET);</li> <li>Evidence of coordination with local resources and agencies (Local Workforce Development Board, one-stop center, postsecondary, business &amp; industry, etc.);</li> </ul>				
1. The applicants current and proposed activities and services are aligned with the local plan, including promoting concurrent enrollment within Title I.	0 1 2 3 4	5 6 7 8 9	10 11 12 13	14 15
2. The applicant's activities are aligned with the area one-stop partners.	0 1 2 3	4 5 6	7 8 9	10
3. The applicant's instructional practices provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and to exercise the rights and responsibilities of citizenship.	0 1 2 3 4	5 6 7 8 9	10 11 12 13	14 15
4. The application describes the applicants career pathway/integrated education and training (IET) programming	0 1 2 3	4 5 6	7 8 9	10
5. The application describes how the applicant will coordinate with local resources to develop partnerships.	0 1 2 3 4	5 6 7 8 9	10 11 12 13	14 15
<p><b>Reviewer Comments:</b></p> <div style="height: 40px; border: 1px solid black;"></div>				

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<b>Section 6: Program Resources</b>	<b>____/140</b>			
<p><b>Consideration 7:</b> 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 learning, and how such technology, services, and systems lead to improved performance</p> <p><b>Consideration 11:</b> Whether the eligible provider's activities offer the 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.</p> <p><b>Consideration 12:</b> Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with §666.100) and to monitor program performance.</p>	<b>Inadequate</b>	<b>Minimal</b>	<b>Adequate</b>	<b>Excellent</b>
<p><b>Application should demonstrate:</b></p> <ul style="list-style-type: none"> <li>Evidence of how the program will incorporate technology, including distance learning, into instruction;</li> <li>Evidence the program addresses the needs of individuals with disabilities and/or special needs;</li> <li>Evidence the program coordinates with state, federal, and local support services.</li> <li>Assurance that the program will use the state adult education database which collects and reports measurable participant outcomes and monitors performance;</li> <li>Evidence of a capacity to continuously match federal funding with 50% or greater amounts of additional funding from non-federal sources;</li> <li>Evidence of a history of successful fiscal management procedures and audits;</li> </ul>				
1. The applicant supports and ensures the integration of technology, including distance learning, into class instruction (software, equipment, and any other technology).	0 1 2 3	4 5 6	7 8 9	10
2. The applicant provides activities and an instructional schedule that shows flexibility in meeting student needs.	0 1 2 3	4 5 6	7 8 9	10
3. The applicant addresses the needs of individuals with disabilities and/or other special needs.	0 1 2 3	4 5 6	7 8 9	10
4. The applicant coordinates with state, federal, and local support services to address the needs of the local population	0 1 2 3	4 5 6	7 8 9	10
5. The applicant provides assurance that the program will use the state adult education database, can continually match federal funding with 50% or greater amounts of non-federal funds, and evidence of successful fiscal management procedures and audits.	0	0	0	100
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<b>Section 7 (Optional): Integrated English Language and Civics Education</b>	<u>      </u> /30			
Provide a detailed narrative explaining how IEL/CE funds will be used to provide an integrated program of English language learning, civics education, and integrated education & training. The essential components of reading instruction.	<b>Inadequate</b>	<b>Minimal</b>	<b>Adequate</b>	<b>Excellent</b>
<b>Application should demonstrate:</b> <ul style="list-style-type: none"> <li>IEL/CE curriculum that incorporates English language instruction, civics education (civic participation, U.S. History, U.S. Government, and preparation for naturalization);</li> <li>Access to an integrated education and training program.</li> </ul>				
1. The applicant describes effective practices that enable English language learners to increase their English language proficiency and places them in unsubsidized employment in high-demand industry occupations that lead to economic self-sufficiency?	0 1 2 3 4	5 6 7 8 9	10 11 12 13	14 15
2. The applicant describes integration with the local workforce development system to carry out activities under WIOA section 243.	0 1 2 3 4	5 6 7 8 9	10 11 12 13	14 15
<b>Reviewer Comments:</b>				