

**English Literacy and Civics Education
Competitive Grant Evaluation Sheet
July 1, 2012 – June 30, 2013**



Organization Name: _____

Total Points: _____

Rater's code number: _____

Actual score per section

1. Statement of Need – Possible Points: 15 _____

Please limit the length of your response to one page

Provide an overview of the need for services including:

- a) Proposed number of participants to be served including individuals in the community who are most in need of literacy services, such as individuals who are low-income and have minimal literacy skills (AEFLA Section 231, 3)
- b) Employment/employability opportunities for individuals
- c) Ethnic groups represented
- d) Geographic area of service, related labor market information and demonstrated need for English literacy programs in community (AEFLA Section 231, 12)

2. Agency Capacity & Competency-Possible Points: 20 _____

Please limit the length of your response to one page

Describe agency capacity/competencies in providing EL/Civics programs. Specifically, address the following:

- a) Mission/purpose and how it aligns with the EL/Civics grant
- b) Evidence of prior success/effectiveness, if applicable (AEFLA Section 231, 2)
- c) Staff available to offer services and associated skills/abilities (AEFLA Section 231, 8)

3. Instructional Goals & Activities-Possible Points: 45 _____

Please limit the length of your response to eight pages

1. Describe how this program will provide English language acquisition instruction delivered in the context of the world of work in Indiana (AEFLA Section 231, 7); effective educational practices that will support the success of the program; and how all four civics concepts will be integrated (AEFLA Section 231, 5).

2. Describe the instructional program to be delivered including:
 - a) Instructional goals, activities, anticipated outcomes to include individual level gains, (AEFLA Section 231, 4A) and estimated timelines
 - b) Curricula to be used to include instructional practices such as phonemic awareness, systematic phonics and reading comprehension (AEFLA Section 231, 4B)
 - c) How the program will integrate all of the following into your work-focused curriculum: naturalization, civic participation, US history, and/or government
 - d) Use of technology (AEFLA Section 231, 6)
3. Describe how instruction will be delivered in terms of the class schedule and instructional staffing. Please include information on flexible class schedules for participants, supportive services (such as childcare and transportation) and any special needs students and how they will be served (AEFLA Section 231, 10).
4. Describe any collaboration or coordination with agencies, organizations, employers, educational training institutions, social service agencies, secondary/postsecondary institutions or labor organizations or groups that have expertise or resource information relevant to the proposed curricula (AEFLA Section 231, 9).
Please note that in order to receive the maximum number of points, you must demonstrate how you will partner with your regional consortium members to optimize performance (in conjunction with AE regional plan, if applicable).

4. Evaluation of Outcomes/Demonstrated Effectiveness-Possible Points: 20 _____

Please limit the length of your response to one page

1. Describe what formal assessment will be used and the frequency of assessment (AEFLA Section 231, 11).
2. If EL/Civics curriculum is integrated into all ESL courses, documentation of demonstrated effectiveness should include InTERS reported performance for all ESL students. If EL/Civics curriculum is isolated to specific courses then only InTERS reported performance data for learners enrolled in those courses should be documented for application purposes. Describe how anticipated outcomes will be measured accordingly (AEFLA Section 231, 1).
3. In addition, providers must analyze reimbursements for EL/Civics student outcomes and data in AE InTERS (AEFLA Section 231, 1). Discuss other methods of evaluation including, but not limited to:
 - Student surveys of effective instructional practices
 - Employer feedback
 - Teacher/Classroom observations
4. New applicants should describe past effectiveness and how future effectiveness will be measured. (AEFLA Section 231, 2)