

**Rating Team Instructions**

All applications shall be rated according to the 12 criteria set forth in the Adult Education and Family Literacy Act of 1999, Section 231e: 1-12, as well as applicable state criteria as listed. These criteria should be the basis of your rating. Federal criteria are indicated in *italics*, and all other criteria listed (non italic) are from the State.

This rating form is divided into four sections, each with an associated point value. Please review the relevant portions of the application (listed at the beginning of each rating section) when assigning a point value. When reviewing the relevant portions of the application, please rate the response as it pertains to the relevant AEFLA and state criteria listed for that rating section.

<b>RATING SECTIONS</b>	<b>MAXIMUM POINTS</b>	<b>ASSIGNED POINTS</b>
<b>1. Applicant Background: Collaborations and Partnerships</b>		<b>20</b>
<b>2. Statement of Need</b>		<b>20</b>
<b>3. Program Design</b>		<b>60</b>
<b>4. Intensity and Duration and Staff</b>		<b>10</b>
<b>5. Performance Targets</b>		<b>20</b>
<b>6. Budget Information</b>		<b>20</b>
<b>Total Points</b>		

<b>Recommendation for Approval</b>	<input type="checkbox"/> <b>approval</b> <input type="checkbox"/> <b>disapproval</b>
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**Eligibility and Competency**

**Possible Points: 20**

**Assigned Points: \_\_\_\_\_**

**Relevant Portions of the Application**

Applicant Background

**Criteria**

- *The past effectiveness of an eligible provider in improving the literacy skills of adults and families and, after the 1-year period beginning with the adoption of an eligible agency’s performance measures under Section 212, the success of an eligible provider receiving funding under this subtitle in meeting or exceeding such performance measures, especially with respect to those adults with lower levels of literacy.*
- *The commitment of the eligible provider to serve individuals in the community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills.*
- *Whether the local communities have a demonstrated need for additional English literacy programs.*

<b>STENGTHS</b>	<b>CHALLENGES</b>

**Eligibility and Competency**

**Possible Points: 20**

**Assigned Points: \_\_\_\_\_**

**Relevant Portions of the Application**

Statement of Need

**Criteria**

- *The past effectiveness of an eligible provider in improving the literacy skills of adults and families and, after the 1-year period beginning with the adoption of an eligible agency’s performance measures under Section 212, the success of an eligible provider receiving funding under this subtitle in meeting or exceeding such performance measures, especially with respect to those adults with lower levels of literacy.*
- *The commitment of the eligible provider to serve individuals in the community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills.*
- *Whether the local communities have a demonstrated need for additional English literacy programs.*

<b>STENGTHS</b>	<b>CHALLENGES</b>

**Program Operations**

**Possible Points: 10**

**Assigned Points: \_\_\_\_\_**

**Relevant Portions of the Application:**

Program Design: Questions 1 and 2

**Criteria**

- Recruitment is aimed at, and appropriate for, the AEFLA target population
- Intake process helps learners and program providers make informed decisions about enrollment, goals, and participation.
- Program uses an appropriate assessment method to determine the Educational Functioning Level of a student, and to inform program placement, progress, and achievement
- Program uses assessment results to inform student placement, progress, and achievement

<b>STENGTHS</b>	<b>CHALLENGES</b>

**Program Operations (Continued):**

**Possible Points: 20**

**Assigned Points: \_\_\_\_\_**

**Relevant Portions of the Application**

Program Design: Questions 3 and 4

**Criteria**

- *Whether or not the program uses instructional practices, such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read.*
- *Whether the activities effectively employ advances in technology, as appropriate, including the use of computers, i-pods, smart boards, etc.*
- *Whether the activities provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship.*

<b>STENGTHS</b>	<b>CHALLENGES</b>

**Program Operations (Continued)**

**Possible Points: 5**

**Assigned Points: \_\_\_\_\_**

**Relevant Portions of the Application**

Program Design: Question 5

**Criteria**

- *Whether the activities offer flexible schedules and support services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.*
- *Whether the program is of sufficient intensity and duration for participants to achieve substantial learning gain.*

<b>STENGTHS</b>	<b>CHALLENGES</b>

**Program Operations (Continued)**

**Possible Points: 5**

**Assigned Points: \_\_\_\_\_**

**Relevant Portions of the Application:**

Program Design: Question 6

**Criteria**

- *Whether the activities are staffed by well trained instructors, counselors, and administrators.*

<b>STENGTHS</b>	<b>CHALLENGES</b>

**Program Operations (Continued) :**

**Possible Points: 10**

**Assigned Points: \_\_\_\_\_**

**Relevant Portions of the Application**

Program Design: Question 7

**Criteria**

- *Whether the activities maintain a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against the eligible agency performance measures.*

<b>STENGTHS</b>	<b>CHALLENGES</b>

**Program Operations (Continued)**

**Possible Points: 10**

**Assigned Points: \_\_\_\_\_**

**Relevant Portions of the Application:**

Intensity and Duration Table

Staff List and Duties

**Criteria**

- *Whether the activities are staffed by well trained instructors, counselors, and administrators.*

<b>STENGTHS</b>	<b>CHALLENGES</b>

## Goals and Performance Targets

### Relevant Portions of the Application

Performance Targets

#### Criteria

- *The degree to which the eligible provider will establish measurable goals for participant outcomes.*

STENGTHS	CHALLENGES

**Budget**

**Possible Points: 10**

**Assigned Points: \_\_\_\_\_**

**Relevant Portions of the Application:**

**Budget Information**

**Criteria:**

Does the applicant's budget:

- propose an adequate amount of funding to support the program?
- allocate resources appropriately to support the program design - that is, does the budget support the need of the program and tie directly to the program design?

<b>STENGTHS</b>	<b>CHALLENGES</b>

Please use additional pages as needed and attach to appropriate rating section

Rating Section: \_\_\_\_\_

STENGTHS	CHALLENGES

Please use additional pages as needed and attach to appropriate rating section

Rating Section: \_\_\_\_\_

STENGTHS	CHALLENGES

Please use additional pages as needed and attach to appropriate rating section

Rating Section: \_\_\_\_\_

STENGTHS	CHALLENGES

Please use additional pages as needed and attach to appropriate rating section

Rating Section: \_\_\_\_\_

STENGTHS	CHALLENGES

**AEFLA New Competition Reader Resource**  
**CONFLICT OF INTEREST AGREEMENT**

**AEFLA Grant Competition 2012-2013**

**Reader Conflict of Interest Agreement Signature Page**

**CONFLICT OF INTEREST THAT WOULD DISQUALIFY THE READER:**

- He/she has a financial interest in the grant application. Example: The reader is competing for the grant.
- The reader's spouse, child, or partner has a financial interest in a grant application. Example: The reader's wife is listed as a consultant for one of the applications.
- The reader's place of employment has a financial interest. Example: The reader's employer is one of the applicants or has an arrangement for a subcontract under the grant with an applicant.
- The reader knows the grant applicant and has formed a personal opinion, positive or negative, about the applicant.
- The reader accepts a loan or a gift from the grant applicant.

By signing this agreement the reader certifies that to the best of their knowledge they are not involved in, or have knowledge of any of the project grants they are assigned to read.

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Name of the Reader (Print Please):

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Signature:

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Date Signed: