



**COLORADO**  
Department of Education

## Funding Opportunity

Applications Due: Friday, Nov. 17, 2023, at 11:59 p.m. MT

Application Information Webinar: October 30, 2023, from 1:30 – 3:00 p.m.

**Adult Education and Literacy Act  
Grant Program**  
Colorado SB 23-007

Please Direct All Questions to: [AEI@cde.state.co.us](mailto:AEI@cde.state.co.us)

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**Note:** The following version of the application is intended as a reference document for instructions and grant application planning purposes.

**Applications for the Adult Education and Literacy Act Grant must be submitted through the [online application form](#).**

Submission of application materials either in hard copy or via e-mail will not be accepted.

# Adult Education and Literacy Act (AELA)

Applications Due: Friday, November 17, 2023, by 11:59 pm MT

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## Introduction

The current Adult Education and Literacy Act (AELA) requires providers to offer eligible adults basic education in literacy and numeracy that leads to additional skills acquisition, postsecondary credential attainment, and employment.

SB 23-007 adds "digital literacy" to the basic education offered to eligible adults and adds that an eligible adult may earn a high school diploma or equivalency certificate. The act describes services that providers may offer to eligible adults, which include in-person or online instruction, the development of learning plans, coaching, and mentorship. The act amends the reporting requirements for providers of the program, including that administrative costs not exceed 10% of the awarded funds. The act permits the Colorado Department of Education (CDE) to use data matching with relevant state agencies to determine post-program participation outcomes.

The act allows community colleges, area technical colleges, and local district colleges to develop and implement minimum graduation requirements for a high school diploma based on the high school graduation requirements of a school district within the geographic area of the colleges. Colleges are required to award a high school diploma to a student who successfully completes the high school graduation requirements implemented by the colleges.

As required by the Adult Education and Literacy Act (AELA), the Colorado Department of Education (CDE), Adult Education Initiatives Office (AEI) is conducting a competitive Request for Application (RFA) process to award three years of funding to eligible providers. This RFA process follows what is outlined in the revised statutes and the revised State Board of Education Rules, 1 CCR 301-98, that were [noticed at the Sept. 13, 2023 State Board of Education meeting](#). The State Board of Education is holding the rulemaking hearing at the Nov. 2023 State Board of Education meeting, so final rules will be available November or December 2023.

## Purpose

Increased educational attainment is a proven pathway out of poverty. In general, research shows that average annual earnings increase, and unemployment rates decrease with each successive level of education or training that a person achieves. Postsecondary education and credential attainment are increasingly central to a person's ability to earn family-sustaining wages, participate more fully in Colorado's twenty-first-century workforce, and contribute to the state's economic health and vitality. Both nationally and in Colorado, projections indicate that by 2025, two-thirds of all jobs will require some level of postsecondary education or technical skill training. Colorado has a substantial "middle -skill gap" in its workforce. Middle-skill jobs require some postsecondary education or training but less than a four-year degree. These positions make up approximately forty-seven percent of the state's jobs, but only thirty-six percent of Colorado workers have the training necessary to fill them.

Before Colorado can meet its workforce, educational attainment, and poverty-reduction goals, the state must address the need for adult education. A significant percentage of the state's working-age population lacks a high school diploma or its equivalent. Many of these individuals do not have basic literacy, digital literacy, or numeracy skills and are unprepared for participation in postsecondary education and for participation in the twenty-first-century workforce. Further, these individuals are unprepared to provide the learning support and advocacy that their own children or the children they care for require. Literacy and level of educational

attainment not only impact an individual's ability to gain employment at a self-sufficiency level, but extensive research shows that they are also key for determining factors in the educational success and future employment potential of the individual's children or children for whom the individual is a caregiver. A two-generation approach to increasing literacy, digital literacy, and numeracy skills is essential for the workforce of today and tomorrow and for helping to break the cycle of poverty.

While some adults require educational programs that will improve their literacy, digital literacy, or numeracy skills to gain higher-paying levels of employment, many adults have not completed ninth grade or may otherwise be identified as lowest-level learners. Before these adults can aspire to higher-level employment, they require more basic educational programs that specialize in English language skills and assistance in obtaining a high school diploma or an equivalency certificate.

Adult education and literacy programs receiving AELA funds may apply as either a workforce development partnership, focusing on workforce goals and outcomes, or education attainment partnership, focusing on the basic and more advanced skills needed to function effectively as parents, caregivers, employees, and citizens of the United States.

In return for state investment in adult education and literacy programs, these programs must refocus their mission to ensure that more low-skilled, low-income adults attain the basic literacy, digital literacy, and numeracy skills that they lack so that they may improve their own and the next generation's ability to participate in the current and future in-demand sectors of employment, function effectively in supporting and advocating for their children's education, and actively participate in society.<sup>1</sup>

## Eligible Applicants

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Eligible applicants are adult education providers that are part of an education attainment partnership or a workforce development partnership.

**Adult education providers** are one of the following entities that the department recognizes as providing appropriate and effective adult education and literacy programs (C.R.S. §22-10-103(1.5)):

- A secondary or postsecondary, public or private, nonprofit educational entity, including but not limited to a school district, charter school, board of cooperative services, state institution of higher education, local district college, and area technical college;
- A community-based nonprofit agency or organization;
- An Indian tribe or nation;
- A library;
- A literacy council or other literacy institute;
- A business or business association that provides adult education and literacy programs either on site or off site;
- A volunteer literacy organization;
- A local workforce board, as defined in section 8-83-203, that oversees a workforce development program described in the "Colorado Career Advancement Act", part 2 of article 83 of title 8;
- A one-stop partner, as described in section 8-83-216, under the "Colorado Career Advancement Act", part 2 of article 83 of title 8; or
- A consortium of entities described above.

**NOTE:** Public or private non-profit agencies must submit proof of nonprofit status (from the Internal Revenue Service) and evidence of financial stability (most recent one years' annual report and audit).

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<sup>1</sup> C.R.S. § 22-10-102.

An **education attainment partnership** means a collaboration that assists adults in attaining basic literacy, digital literacy, and numeracy skills that lead to additional skill acquisition and may lead to postsecondary credentials and employment. At a minimum, an education attainment partnership must consist of at least one adult education provider that is not a secondary or postsecondary, public or private, nonprofit educational entity, including but not limited to a school district, charter school, board of cooperative services, state institution of higher education, local district college, and area technical college, that partners with at least one elementary or secondary school or school district, a public or private institution of higher education, a local district college, or an area technical college. (C.R.S. §22-10-103(2.5)).

A **workforce development partnership** means a collaboration that assists adults in attaining basic literacy, digital literacy and numeracy skills leading to additional skill acquisition, postsecondary credentials, and employment. (C.R.S. §22-10-103(11)(a)).

At a minimum, a workforce development partnership must include at least:

- 1) one adult education provider,
- 2) one workforce development provider.

A **workforce development provider** includes, but need not be limited to (C.R.S. §22-10-103(11)(c)):

- A workforce development program described in the "Colorado Career Advancement Act", part 2 of article 83 of title 8, C.R.S.; and
- A program that is supported by the state workforce development council created in article 46.3 of title 24, C.R.S.

## **Performance Outcomes and Progress Measures**

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In order to meet the requirements outlined in C.R.S., 22-10-104 and 22-10-105 of the Adult Education and Literacy Act, the Adult Education Initiatives Office (AEI) has created a menu of options for establishing goals and reporting on the effectiveness of each program that receives a grant. The menu provides 14 types of performance outcomes with associated progress measures that align to the purposes of the grant program. Only performance outcomes are required to be reported to the Adult Education Initiatives Office. Progress measures are available as an optional measure for grantees to track locally and are not considered in evaluation of grantee performance.

All performance outcomes and progress measures are available to AELA grantees, regardless of their identification as a Workforce Development Partnership or Educational Attainment Partnership.

Applicants will set achievement rates for the percent of adult learners served who attain performance outcomes. To support programs in setting both committed and aspirational goals, applicants will set an achievement rate target for outcomes at a higher (aspirational) and lower (committed) threshold annually. These targets, established by the applicant, will be used in determining the effectiveness of each program that receives a grant as well as to determine whether the grant recipient is making sufficient progress toward achieving the goals of the adult education and literacy program that were specified in the grant application. Per C.R.S., 22-10-104(1)(c), if AEI finds that a grant recipient is not making sufficient progress toward achieving the goals, the office shall not renew the grant for subsequent fiscal years.

Data collection and reporting on learner goals will occur following the timelines indicated in the [Local Data Assurances](#). Grantees will report progress made toward their committed and aspirational targets at least twice per year.

To recognize that programming often continues to improve the workforce, education, and economic prospects

of adult learners after program participation, outcomes may be counted for both current and alumni program participants (with some exceptions). Complete definitions of each outcome can be found in "[23-24 AELA Outcomes & Progress Measures](#)" Excel workbook, sheet 3-Definitions.

**Menu of 2023-24 Performance Outcomes and Progress Measures**

<b>2023-24 AELA Grant Menu of Performance Outcomes and Progress Measures</b>	
<b>Performance Outcome</b>	<b>Progress Measures (Optional; not counted by AEI)</b>
Post-test Educational Functioning Level (EFL) Gain	<ul style="list-style-type: none"> <li>• Post-testing</li> <li>• Scale Score Increase</li> </ul>
Secondary Equivalent Credential Attainment or Secondary Credential Attainment	<ul style="list-style-type: none"> <li>• Passing an Official Practice Test</li> <li>• HSE Subtest Score Increase</li> <li>• Passing an HSE Subtest</li> <li>• Transcript or Report Card Progress - Secondary</li> <li>• Passing a Practice Test in one HSE subject and taking the corresponding HSE Subtest</li> </ul>
Post-secondary Entrance	<ul style="list-style-type: none"> <li>• Taking an Admissions Tour</li> <li>• Completing an Academic/Career Interest Inventory</li> <li>• Completing an Enrollment Application</li> <li>• Applying for State or Federal Financial Aid</li> <li>• Passing an Entrance Exam or Demonstrating Readiness Requirements</li> </ul>
Post-secondary Credential Attainment	<ul style="list-style-type: none"> <li>• Transcript or Report Card Progress - Post-secondary</li> <li>• Earning Stackable Credentials or Certificates Leading to a Degree or Industry-Recognized Credential</li> <li>• Passing a Credential Exam</li> </ul>
Military Entrance	<ul style="list-style-type: none"> <li>• Passing Score on the ASVAB</li> </ul>
Obtaining Employment or Employment in an In-demand Sector or Industry	<ul style="list-style-type: none"> <li>• Taking an employer tour</li> <li>• Completing an academic/career interest inventory</li> <li>• Enrolling in a state-sponsored employment system</li> <li>• Completing a workforce preparation workshop</li> <li>• Completing a job application or interview</li> <li>• Attending a job fair</li> <li>• Completing workplace skills training/certification</li> <li>• Completing pre-employment requirements (completing background check, getting fingerprinted, obtaining vaccination records, etc.)</li> </ul>

<p>Earning a Livable Wage or Leaving Public Assistance</p>	<ul style="list-style-type: none"> <li>• Taking an employer tour</li> <li>• Completing an academic/career interest inventory</li> <li>• Enrolling in a state-sponsored employment system</li> <li>• Completing a workforce preparation workshops</li> <li>• Completing a job application or interview</li> <li>• Attending a job fair</li> <li>• Completing workplace skills training/certification</li> </ul>
<p><u>Work-Based Learning Completion:</u></p> <ul style="list-style-type: none"> <li>• Completion of one year of an apprenticeship or pre-apprenticeship</li> <li>• Completion of On-the-job Training (OJT)</li> <li>• Completion of a paid internship or work study</li> </ul>	<ul style="list-style-type: none"> <li>• Completing a work readiness certification</li> <li>• Completing a work portfolio or capstone project</li> <li>• Completing and unpaid internship</li> <li>• Entering into a work-based learning program</li> </ul>
<p><u>Digital Literacy</u></p> <ul style="list-style-type: none"> <li>• Complete 3 Northstar Certificates</li> </ul>	<p>N/A</p>
<p><u>Financial Literacy</u></p> <ul style="list-style-type: none"> <li>• Complete any 3 Financial Literacy progress measures</li> </ul>	<ul style="list-style-type: none"> <li>• Opening a bank account</li> <li>• Applying for a credit card or loan</li> <li>• Reviewing credit score</li> <li>• Opening an investment or retirement account</li> <li>• Attending a tax workshop, meeting with a tax professional, or filing taxes</li> <li>• Developing a household or personal budget</li> <li>• Attending a financial literacy workshop</li> </ul>
<p><u>Entrepreneurship</u></p> <ul style="list-style-type: none"> <li>• Start a business</li> </ul>	<ul style="list-style-type: none"> <li>• Developing a business plan</li> <li>• Obtaining a federal tax ID</li> <li>• Securing business funding</li> <li>• Opening a business bank account</li> <li>• Creating a webpage and/or marketing materials</li> <li>• Obtaining business insurance</li> <li>• Meeting with small business development center</li> <li>• Becoming an online seller (Etsy, eBay, Amazon, etc.)</li> </ul>
<p><u>Civic Engagement:</u></p> <ul style="list-style-type: none"> <li>• Obtain a Green Card</li> <li>• Obtain US citizenship</li> <li>• Obtain a driver's license</li> <li>• Vote in any congressional, state, or local election</li> </ul>	<ul style="list-style-type: none"> <li>• Applying for a green card</li> <li>• Taking a citizenship test</li> <li>• Taking a driver's license exam</li> <li>• Registering to vote</li> <li>• Organizing or participating in neighborhood meetings, clean ups, or cultural festivals</li> <li>• Volunteering</li> <li>• Attending city council meetings or giving testimony at public hearings</li> <li>• Participating in meetings or forums to discuss community issues</li> </ul>



<p><u>2 Generation Strategies:</u></p> <ul style="list-style-type: none"> <li>• Complete any 3 2-Gen progress measures</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing Involvement in Children’s Education <ul style="list-style-type: none"> <li>● Helping more frequently with school</li> <li>● Increasing contact with children’s teachers</li> <li>● Increasing involvement in children’s school activities</li> </ul> </li> <li>• Increasing Involvement in Children’s Literacy Activities <ul style="list-style-type: none"> <li>● Reading to children</li> <li>● Visiting a library or obtaining a library card</li> <li>● Purchasing books or magazines or checking out resources from a library</li> </ul> </li> <li>• Family Wellness <ul style="list-style-type: none"> <li>● Identifying family values</li> <li>● Developing a family wellness plan</li> </ul> </li> </ul>
<p><u>Wrap-Around Services:</u></p> <ul style="list-style-type: none"> <li>• Completion of wrap-around service survey and attestation demonstrating alleviation of barrier by obtaining wrap-around services (Non-Educational Services 1-7 only).</li> </ul>	<ul style="list-style-type: none"> <li>• Orientation and Enrollment into partnering programs</li> <li>• Creating an email address</li> <li>• Obtaining a personal phone, tablet, or laptop</li> <li>• Obtaining personal or home internet access</li> </ul>

## Data Reporting

As required by §22-10-105, C.R.S., CDE will annually review the information received from grant recipients to evaluate the effectiveness of the programs that receive grants in meeting the goals set for the programs in the grant applications. For continuation applications, if CDE finds that a grant recipient is not making sufficient progress towards achieving the outcomes goals the grantee sets annually, the department shall not renew the grant for subsequent fiscal years.

Grant recipients shall report to CDE information related to the performance outcomes outlined in the grant application (see the [menu of 2023-24 Performance Outcomes and Progress Measures](#) above for specifics).

Pursuant to C.R.S. §22-10-105(1)(c)(I), grant recipients also must submit information describing the following:

- the number of adult students who participated in each of the types of programs and services provided;
- demographic information of each eligible adult enrolled in an adult education and literacy program, including age, gender, race, ethnicity, native language, zip code, and income;
- the number of students who are making progress toward the goals of the adult education and literacy program that were specified in the grant application and the literacy skills gained.

Grant recipients are required to use the state administered LiteracyPro LACES Adult Education Reporting System.

The following resources are required to access and use LACES:

- CPU: 1.0 GHz or greater
- Memory (RAM): 512 MB or greater
- Hard disk space: 250 MB free
- Operating System: Windows 10, Windows 8, Windows 7, Windows Vista, Windows XP SP2, Windows Media Center Edition 2005, Windows 2000
- Internet connection: Broadband such as DSL, CABLE, or Wireless (see below); T1 or better
- Browser: Internet Explorer 6.0 +, Google Chrome, or Firefox
- Minimum download speed: 784 kbps

- Minimum upload speed: 384 kbps
- Minimum Bandwidth: The main factor in determining performance of the application is available bandwidth, which is related to the actual (vs. rated) speed of internet connection, measured at the desktop during periods when one will normally access the system. This requirement is to ensure the best possible performance.
- Additional Software: Adobe Acrobat Reader and/or Microsoft Excel/Excel Reader is needed for reporting.

## Data Privacy

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CDE takes seriously its obligation to protect the privacy of student and educator Personally Identifiable Information (PII) collected, used, shared, and stored. PII will be collected through the LiteracyPro LACES data management system and a secure file sharing program (currently Syncplicity). All PII collected will be used, shared, and stored in compliance with CDE's privacy and security policies and procedures. All data included in legislative reports will be reported in the aggregate and follow CDE's data suppression rules.

**Note:** Documents submitted as part of the application must not contain any personally identifiable student or educator information including names, identification numbers, or anything that could identify an individual. All data should be referenced/included in the aggregate and the aggregate counts should be redacted to remove small numbers under n=16 for students or n=5 for educators.

Information reported to CDE in relation to grant activities is not confidential and is subject to public request. Awarded grantees should ensure reported information does not contain Personally Identifiable Information (PII) or confidential information.

## Available Funds

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SB23-007 makes available approximately \$1,819,288 for the remainder of the 2023-24 fiscal year as well as an additional \$1,852,124 for 2024-25. Because of the timing of the release of these funds, CDE anticipates awarding grants of approximately \$3,671,412 for the remainder of the 2023-24 fiscal year and through the 2024-25 fiscal year. This award will have a grant period of January 1, 2024-June 30, 2025. Grant funds cannot be obligated nor spent prior to CDE's approval of the grantee's 18-month budget.

Funding in subsequent years for grantees is contingent upon funding appropriations and grantees meeting all grant, fiscal and reporting requirements. Grantees receiving a multi-year grant must annually submit to AEI the necessary information, as requested by AEI, to determine whether the grantee is making sufficient progress toward achieving the goals of the program that were specified in the grant application. The department may audit the records and accounts of grant recipients. An adult education provider shall make the records and accounts available to the department upon request.

AEI will annually review information received from grant recipients to evaluate the effectiveness of the programs in meeting the program goals set in the grant applications.

## Allowable Use of Funds

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Adult education and literacy programs are defined as programs that provide adult basic education, adult education leading to a high school equivalency credential, English as a second language instruction, or integrated basic education and skills training. (C.R.S. 22-10-103(1)).

Adult Education and Literacy Programs may include (C.R.S. §22-10-104(II)):

- In-person or online instruction;
- The development of documented learning plans describing courses or credits an eligible adult needs to complete an adult education and literacy program and fulfill the graduation requirements of the program;
- Coaching between an adult education provider and an eligible adult related to the student’s pace and progress with the learning plan described in subsection (1)(a)(II)(B);
- Mentorship between a coach and an eligible adult to facilitate the completion of the eligible adult’s learning plan described in subsection (1)(a)(II)(B) of this section to prepare the student to succeed in the adult education and literacy program and in the eligible adult’s future endeavors.

Funds **must** be used to provide services to eligible adults who lack sufficient mastery of the basic literacy, digital literacy, and numeracy skills necessary to enable the person to function effectively in the workplace. (C.R.S. 22-10-103(3)(c)(III)).

### **State and Local Fiscal Recovery Funds (SLFRF)**

In addition to the funding available through SB 23-007, State and Local Fiscal Recovery Funds (SLFRF) may also be available to Adult Education and Literacy Programs. The SLFRF funding will terminate June 30, 2025. Future grant cycles will not include this funding opportunity.

This funding may be used for:

- Staff training and professional development and associated travel costs, including attendance at a required grantee conference in the fall of each grant year;
- Resources for school staff on the implementation of evidence-based programming on substance use or misuse prevention education;
- To provide behavioral health care services at recipient schools, including but not limited to screenings, counseling, therapy, and referrals to community organizations;
- Indirect costs;
- Administrative costs-must be justified and no more than 15% of total request;
- Hiring School Health Professionals which may include a State Certified School Psychologist, Social Worker, Nurse, Counselor, or other DORA licensed or State certified School Health Professional.

This funding may **not** be used for:

- Incentives for students, staff, or family (e.g., items with monetary value)
- Supplanting federal, state, local, or non-federal funds

Federal Funds are reimbursement based. Once a grantee is awarded, they will be required to submit for at least quarterly reimbursement - best practice would be monthly - through the “Request for funds” process, which will be further outlined post-award. Federal Funds also require a higher level of review and monitoring. In order to receive any funding, the requirements are as follows:

- Quarterly review of cumulative general ledger – CDE will require awardee to submit a cumulative general ledger for all State and Local Fiscal Recovery Funds (SLFRF) revenues and expenditures per established reimbursement schedule.
- Sample selection – CDE will review the general ledger and return to awardee with expenditure sample requests indicated. The sample review will consist of up to 20% of reimbursed expenditures for each quarter.
- Awardee will submit the expenditure supporting documentation through a separate SLFRF Monitoring Form.
- CDE will review each sample request and follow up with any additional questions or requirements. These samples will consist of labor costs (time and effort), supplies, contracts, etc. The backup for these

expenditures may include, but not limited to, time and effort reports, invoices, sales receipts, purchase agreements, P-card statements, purchasing approval support and other documents as necessary to review for allowability, reasonableness and necessity to carry out the objective of the program.

## **Application Technical Assistance**

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An application training webinar will be held on Monday, October 30, 2023, from 1:30-3:00 p.m. MDT. via Zoom. Please use this [link to attend the webinar](#). The session will also be recorded and posted on the [AEI website](#) for applicants who cannot attend the webinar.

## **Submission Process and Deadline**

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Completed applications (including all required elements outlined below) must be submitted through the [online application form](#) by **Friday, Nov. 17, 2023, by 11:59 pm**.

Within the online application, applicants will complete Part I with their applicant information and upload attachments as described in the Required Elements section below.

Incomplete or late applications will not be considered. If you do not receive an email confirmation of receipt of your submission from the application system within 24 hours after the deadline, e-mail [CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us).

Application materials and budget are available for download on the [AEI website](#).

## **Review Process and Timeline**

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### **Part 1: Application Completeness Review**

CDE AEI staff will check each application to ensure that the application conformed to the required format and that all of the required elements were included (details begin in the [Application Format](#) section of this RFA).

### **Part 2: Reviewer Application Evaluation**

Each application will be evaluated solely on the criteria identified in this document. Once all applications have been evaluated, the review panel will submit its recommendations to CDE. CDE will then recommend the funding recipient(s) to the state board. See [Attachment A](#) for a summary of the reviewer application process.

**Note:** This is a competitive process. For an application to be considered for funding, it must receive at least 90 points out of the 128 possible points (70%), and all required elements must be addressed.

### **Funding Decisions**

Per the revised 1 CCR 301-98, CDE has up to 60 days to review applications. Within 45 days of the date that the department finalizes its funding recommendations, based on these recommendations and available funding, the state board will award grants to adult education providers. Grantees will receive a Grant Award Letter if their application and budget are approved. Non-profit organizations must provide a signature by an authorized officer on the annual Grant Award Letter and submit it to CDE (the specific process will be outlined by CDE when the Grant Award Letters are released). Funds must be obligated by June 30 of the same fiscal year. There is no guarantee that submitting an application will result in funding. All award decisions are final. CDE anticipates that preliminary decisions will be made in December 2023. Grantee approval is expected to take

place at the Jan. 2024 State Board of Education (SBE) meeting. Grant award letters will follow SBE approval. Applicants that do not meet the qualifications may reapply for future grant opportunities.

If there are multiple applications that have met the minimum point threshold, and the requested amount of funds exceeds the amount of available funds, applicants will be awarded funds based on the highest point scores until funds are depleted.

## Application Format

- The total narrative (Sections A-F) of the application cannot exceed 15 pages. Please see below for the required elements of the application. Note: Applications with narratives that exceed 15 pages will not be reviewed. If you need any clarification at all about what the page limit will or will not include, please reach out to the application contacts prior to submitting.
- All narrative pages must be standard letter size, 8-1/2" x 11" using 12-point font and single-spaced with 1-inch margins and numbered pages.
- The Program Assurances Form must include signatures from the lead organization/fiscal agent. If grant application is approved, funding will not be awarded until all signatures are in place.

Note: Apart from the items noted below, attachments or addendums cannot be utilized to address the required elements or be factored into the scoring and are therefore discouraged.

### Consortia Applications

Adult education providers applying as a consortium (a coalition of organizations) must abide by the following:

- Applications must identify one adult education provider that will act as the lead agency for the consortium. The lead agency shall submit a single application on behalf of the consortium of adult education providers that outlines a plan to provide adult education and literacy activities throughout the service area, explaining the roles and responsibilities of each member agency.
  - The lead agency serves as the applicant agency of record, the legally recognized fiscal agent for the grant project, and the single point of contact for CDE. The lead agency is responsible for overseeing the implementation of all aspects of the grant (e.g., project plan, grant project monitoring and data reporting, and fiscal management).
- All consortium members are subject to the terms and conditions of the grant award and state policies.

## Application Required Elements

The format outlined below must be followed to assure consistent application of the evaluation criteria. See evaluation rubric for specific selection criteria needed in Part F (pages 29-33).

Complete responses in the <a href="#">online application form</a> :	Part A: Applicant Information
Upload these documents in the <a href="#">online application form</a> :	Part B: Workforce Development Partnership Signature Page
1. <a href="#">Parts B, C, D</a>	Part C: Education Attainment Partnership Signature Page
Does not count towards page limit.	Part D: Financial Management Survey

<p>2. <u>Part E: Application Narrative</u> 15-page limit for Application Narrative</p> <p>3. <u>Budget Workbook</u> Submit in Excel format in <a href="#">original CDE template</a>. Does not count towards page limit.</p> <p>4. <u>Attachments: AELA Documents and Signed Assurances</u> Does not count towards page limit.</p>	<p><b>Part E: Application Narrative</b> <u>Application Narrative</u> [cannot exceed 15 pages] Section A: Learner Demographics and Applicant Experience Section B: Proposed Adult Education and Literacy Program Section C: Partnerships Section D: Budgeting and Financials</p> <hr/> <p><b>23-24 AELA Budget Workbook</b></p> <hr/> <p><b>Attachment E: AELA Documents and Signed Assurances</b></p> <ul style="list-style-type: none"> <li>- 23-24 AELA Locations and Partner List</li> <li>- 23-24 AELA Accessible Design Assurance</li> <li>- 23-24 AELA Assessment Assurance</li> <li>- 23-24 AELA Attendance Assurance</li> <li>- 23-24 AELA Local Data Assurance</li> <li>- 23-24 AELA Distance Education Assurance (if applicable)</li> <li>- 23-24 AELA General Program Assurance</li> <li>- 23-24 AELA Program Income Assurance</li> </ul>
<p><b>Please ensure that the applicant name is present in the title of all documents to be uploaded into the online form. For example: “ApplicantName_Narrative”.</b></p>	

**Adult Education and Literacy Act (AELA)**  
**Applications Due: Friday November 17, 2023, by 11:59 pm MT**

**Part A: Applicant Information**

All elements of Part A will be completed in the online application form. The online system does not save works in progress so applicants may wish to complete their information in this document and copy responses into the online application.

**Submit all application materials through the [online application form](#).**

Lead Applicant Information			
Program Name		UEI #	
Mailing Address		LEA/BOCES Code (if applicable)	
Website			
Lead Applicant Organization Type			
<input type="checkbox"/> School District	<input type="checkbox"/> Charter School		
<input type="checkbox"/> Board of Cooperative Services	<input type="checkbox"/> Library		
<input type="checkbox"/> State Institution of Higher Education	<input type="checkbox"/> Literacy Council or Other Literacy Institute		
<input type="checkbox"/> Local District College	<input type="checkbox"/> Business Or Business Association		
<input type="checkbox"/> Area Technical College	<input type="checkbox"/> Volunteer Literacy Organization		
<input type="checkbox"/> Community-Based Nonprofit Agency or Organization	<input type="checkbox"/> Local Workforce Board		
<input type="checkbox"/> Indian Tribe or Nation	<input type="checkbox"/> One-Stop Partner		
<input type="checkbox"/> Consortium of Adult Education Providers (if so, list the organizations' names and types: _____)			
<input type="checkbox"/> Other (if so, describe: _____)			
Authorized Representative Information			
Name		Title	
Telephone		E-mail	
Fiscal Manager Information			
Name		Title	
Telephone		E-mail	
Primary Program Contact Information			
Name		Title	
Telephone		E-mail	
Secondary Program Contact Information			
Name		Title	
Telephone		E-mail	
Local Assessment Coordinator Contact Information (if providing NRS assessments)			
Name		Title	
Telephone		E-mail	

<u>Accessible Design Coordinator Contact Information</u>			
Name		Title	
Telephone		E-mail	
<u>LACES System Administrator Contact Information</u>			
Name		Title	
Telephone		E-mail	
<u>Distance Education Coordinator</u>			
Name		Title	
Telephone		E-mail	
<b>Total Funding Requested</b>			
<b>Partnership Type (Select One)</b>	<input type="checkbox"/> Workforce Development Partnership <input type="checkbox"/> Education Attainment Partnership		
<b>Populations Served with Federal Funding</b>			
Are you currently a 2020-24 federal Adult Education and Family Literacy Act (AEFLA) grantee?			<input type="checkbox"/> Yes <input type="checkbox"/> No
§22-10-104(1)(c), C.R.S. states that <i>“In awarding grants payable from state appropriations, the state board may give preference to adult education programs that serve populations that are underserved by federal funding.”</i> Does the program proposed by the applicant serve populations that are underserved by federal funding?			<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Define the population(s) you are applying to serve (check all that apply):</b>			
<input type="checkbox"/> Minority group(s) <input type="checkbox"/> Adults that have not completed ninth grade or may otherwise be identified as lowest-level learners <input type="checkbox"/> Adults that do not have a high school diploma or equivalency <input type="checkbox"/> Adults that are not enrolled in or have not completed adult education and literacy programs <input type="checkbox"/> Adults receiving state or federal public assistance <input type="checkbox"/> Adults who are unemployed workers <input type="checkbox"/> New Americans <input type="checkbox"/> Other (if so, describe: _____)			
<b>How are these populations underserved? (check all that apply)</b>			



- Comparable services are not offered within 20 miles of the proposed applicant program location(s).
- Comparable services are not offered within 50 or more miles of the proposed applicant program location(s).
- Comparable services are offered near the proposed applicant program location(s), but adult learners do not have access to reliable transportation that would allow them to use the comparable services.
- Comparable services are offered in the area, but the other program(s) do not have enough capacity to fulfill the need.
- Comparable services are currently offered by the applicant but there is not enough financial capacity to fulfill the need.
- Other (if so, describe: \_\_\_\_\_)

**Applicants must elaborate on the information provided above about populations underserved by federal funding in the Section A of the application narrative.**

Will the adult education program result in learners achieving secondary school diplomas? (For example, a local High School diploma. Note: secondary school diplomas do not include equivalency diplomas earned by passing tests such as the GED or HiSET assessments).

- Yes
- No

## Part B: Workforce Development Partnership Signature Page

If applying as a workforce development partnership, provide contact information for each required partner for the proposed program. One of the partners must be the lead applicant and should check the "Lead Applicant" box. Other partner types may also be filled by the lead applicant.

If applying as an education attainment partnership, do not complete this page and do not submit it with your application.

Adult Education Provider	
Provider Type	
<input type="checkbox"/> School District	<input type="checkbox"/> Charter School
<input type="checkbox"/> Board of Cooperative Services	<input type="checkbox"/> Library
<input type="checkbox"/> State Institution of Higher Education	<input type="checkbox"/> Literacy Council or Other Literacy Institute
<input type="checkbox"/> Local District College	<input type="checkbox"/> Business Or Business Association
<input type="checkbox"/> Area Technical College	<input type="checkbox"/> Volunteer Literacy Organization
<input type="checkbox"/> Community-Based Nonprofit Agency or Organization	<input type="checkbox"/> Local Workforce Board
<input type="checkbox"/> Indian Tribe or Nation	<input type="checkbox"/> One-Stop Partner
<input type="checkbox"/> Consortium of Adult Education Providers	
<input type="checkbox"/> Other (if so, describe: _____)	
<b>Organization Name</b>	
<b>Mailing Address</b>	
<b>Website</b>	
<b>Lead Applicant?</b>	<input type="checkbox"/> Yes, Lead Applicant <input type="checkbox"/> No, Not Lead Applicant
Primary Contact Information	
<b>Name</b>	<b>Title</b>
<b>Telephone</b>	<b>E-mail</b>
<b>Signature</b>	

Workforce Development Provider	
Provider Type	
<input type="checkbox"/> Workforce Development Program ("Colorado Career Advancement Act", part 2 of article 83 of title 8, C.R.S.)	
<input type="checkbox"/> Program Supported by the State Workforce Development Council (article 46.3 of title 24, C.R.S.)	
<input type="checkbox"/> Other (if so, describe: _____)	
<b>Organization Name</b>	
<b>Mailing Address</b>	
<b>Website</b>	
<b>Lead Applicant?</b>	<input type="checkbox"/> Yes, Lead Applicant <input type="checkbox"/> No, Not Lead Applicant
Primary Contact Information	
<b>Name</b>	<b>Title</b>
<b>Telephone</b>	<b>E-mail</b>
<b>Signature</b>	

### Part C: Education Attainment Partnership Signature Page

If applying as an education attainment partnership, provide contact information for each required partner for the proposed program. One of the partners must be the lead applicant. If applying as a workforce partnership, do not complete this page and do not submit it with your application.

Adult Education Provider	
<b>Adult Education Provider Type (select only one checkbox)</b>	
<input type="checkbox"/> Community-Based Nonprofit Agency or Organization	<input type="checkbox"/> Business Or Business Association
<input type="checkbox"/> Indian Tribe or Nation	<input type="checkbox"/> Volunteer Literacy Organization
<input type="checkbox"/> Library	<input type="checkbox"/> Local Workforce Board
<input type="checkbox"/> Literacy Council or Other Literacy Institute	<input type="checkbox"/> One-Stop Partner
<b>Organization Name</b>	
<b>Mailing Address</b>	
<b>Website</b>	
<b>Lead Applicant?</b>	<input type="checkbox"/> Yes, Lead Applicant <input type="checkbox"/> No, Not Lead Applicant
Primary Contact Information	
<b>Name</b>	<b>Title</b>
<b>Telephone</b>	<b>E-mail</b>
<b>Signature</b>	

Other Education Provider	
<b>Other Education Provider Type (select only one checkbox)</b>	
<input type="checkbox"/> Elementary School	<input type="checkbox"/> Board of Cooperative Services
<input type="checkbox"/> Secondary School	<input type="checkbox"/> State Institution of Higher Education
<input type="checkbox"/> Charter School	<input type="checkbox"/> Local District College
<input type="checkbox"/> School District	<input type="checkbox"/> Area Technical College
<b>Organization Name</b>	
<b>Mailing Address</b>	
<b>Website</b>	
<b>Lead Applicant?</b>	<input type="checkbox"/> Yes, Lead Applicant <input type="checkbox"/> No, Not Lead Applicant
Primary Contact Information	
<b>Name</b>	<b>Title</b>
<b>Telephone</b>	<b>E-mail</b>
<b>Signature</b>	

**Note:** If the grant application is approved, funding will not be awarded until all signatures are in place. Please attempt to obtain all signatures before submitting the application. The signatures on this page may be original or electronic.

## Part D: RFA Financial Management Risk Assessment

<b>Financial Management Risk Assessment</b>					
<p><b>All applicants applying for the Adult Education and Literacy Act grant must fill out the following assessment.</b> These questions are intended to collect information about the capacity and ability of the applicant to manage federal and/or state grant funds. Applicants are advised to make sure that the person(s) completing these questions are those responsible for and knowledgeable about the Fiscal Agent’s financial management functions. Scores from this section will determine if the organization’s level of risk to manage federal grant funds is high, medium, or low, and these scores will be utilized in determining potential grant awards.</p> <p><b>High Risk</b> – More than 20 points  <b>Medium Risk</b> – 8-20 points  <b>Low Risk</b> – Below 8 points</p>					
1) Is the applicant on the Federal or State Debarment List? (If yes, no need to complete the rest of this form.)	<b>Yes</b>		<b>No</b>		
	25		0		
2) Is the applicant in good standing on the Secretary of State registration?	<b>Yes (or N/A)</b>		<b>No</b>		
	0		5		
3) Does the applicant have an active, no exclusion, UEI Number?	<b>Yes</b>		<b>No</b>		
	0		5		
4) Has the applicant ever been suspended or debarred from receiving state or federal grants or contracts?	<b>Yes</b>		<b>No</b>		
	5		0		
5) Has the applicant ever had a government contract, project, or agreement terminated?	<b>Yes</b>		<b>No</b>		
	5		0		
6) Has there been changes in the applicant’s fiscal and/or program personnel in the previous year?	<b>Yes</b>		<b>No</b>		
	5		0		
7) Does the applicant use a commercial/licensed financial software system? If yes, what system?	<b>Yes</b>		<b>No</b>		
	0		5		
8) Does the applicant’s financial software system ensure that grant funds are not comingled with general operating funds?	<b>Yes</b>		<b>No</b>		
	0		5		
9) Has the applicant received federal or state awards from the Colorado Department of Education in the past four years (since FY18-19)? If yes, which program and year?	<b>Yes</b>		<b>No</b>		
	0		1		
10) Does the applicant have written procedures for procurement, time and effort (federal), and fiscal management (to include internal control procedures) of Federal or State grant funding that specifically comply with the Uniform Grants Guidance?	<b>Yes</b>		<b>No</b>		
	0		5		
11) How many years has the applicant been in existence?	<b>&lt;2 years</b>	<b>2-5 years</b>	<b>6-10 years</b>	<b>11-14 years</b>	<b>15 years or more</b>
	4	3	2	1	0
12) Does the applicant have experience managing other federal, state, local and/or private funds?	<b>&lt;1 year</b>	<b>2-4 years</b>	<b>5-7 years</b>	<b>8-10 years</b>	<b>More than 10 years</b>
	4	3	2	1	0
13) Does the applicant have experience administering federal funds or other grants that provide funds for services to a comparable target population?	<b>&lt;1 year</b>	<b>2-4 years</b>	<b>5-7 years</b>	<b>8-10 years</b>	<b>More than 10 years</b>
	4	3	2	1	0

14) Number of years that the applicant's primary fiscal contact has been in the position (or a similar position) as of the application date?	<1 year	1-2 years	3-5 years	6-9 years	More than 10 years
	4	3	2	1	0
15) Amount of grant award requested for this project: \$	More than \$300,000	\$200,000 - \$299,999	\$100,000 - \$199,999	< \$99,999	
	4	3	2	1	
16) Single Audit Status (answer only if applicant receives <i>more than</i> \$750,000 in federal funding from other resources). Finding refers to a material weakness, significant deficiency, or questioned costs.	No single audit performed	Received a Program AND Fiscal audit finding	Received a Fiscal OR Program audit finding	No findings were received OR N/A	
	4	3	2	0	
17) Financial Audit Status (answer NOT required to have a Single Audit, but instead a standard financial audit).	No audit performed for prior year	Financial Audit completed for prior year	IRS 990 Form		
	5	0	0		
18) Submit a copy of most recent financials. Based on this submission, indicate the percentage of the proposed grant budget being applied for as compared to total operating budget (i.e., grant budget divided by total operating budget).	40% or greater	31% - 39%	20%-30%	6%-19%	<5%
	4	3	2	1	0
<b>CDE Comments:</b>					
<b>Total Points:</b>					
<b>Risk Designation:</b>					

**High Risk** – More than 20 points

**Medium Risk** – 8-20 points

**Low Risk** – Below 8 points

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject this entity to immediate termination of a grant award agreement up to and including return of any disbursed funds.

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Preparer - Typed Name and Title

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Signature

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Date

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Entity Name

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## Part F: Narrative Instructions and Questions

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Please use the prompts below to construct the narrative for your application. (It is recommended that applicants review the scoring rubric in [Attachment C](#) for additional details on desired responses to the questions below). To ensure each section listed below is addressed, please label each section of the narrative to correspond with the section title. For example, when responding to “Section A: Learner Demographics and Applicant Experience,” please label your response to correspond with each number, such as: “A1, A2, A3” etc.

**Note:** Documents submitted must *not* contain any personally identifiable student or educator information including names, identification numbers, or anything that could identify an individual. All data should be referenced/included in the aggregate, and the aggregate counts should be redacted to remove small numbers, under 16 for students or 5 for educators.

### Section A: Learner Demographics and Applicant Experience

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A1: Describe your experience running adult education programs, recruiting, and retaining adult learners, and ensuring equity in recruitment.

A2: Provide information concerning the percentage of eligible adults expected to be enrolled in the adult education and literacy programs funded by the grant who are members of minority groups and your experience ensuring outcomes for diverse populations.

A3: Describe prior experience and success marketing to and recruiting adult learners to participate in programming.

A4: Describe the number of eligible adults you anticipate serving in each year of the grant award. Include supporting evidence for the annual enrollment projections that indicates how many eligible adults reside in the applicant's intended service area, and state what percent of the eligible adults in the area are projected to be served using these grant funds.

A5: Describe how, per §22-10-104(1)(c), C.R.S., the program proposed by the applicant will serve populations that are underserved by federal funding? (Please note that the “Populations Served with Federal Funding” section of the cover page will be included in the scoring of this item).

### Section B: Proposed Adult Education and Literacy Program

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B1: Provide an overall description of the program including anticipated start date, programming to be offered, schedule, etc.

B2: Describe your plan to hire and maintain a staff of educators and other program personnel, including number and type of staff estimated to work on the program, relevant credentials or experience staff will possess, estimated salary ranges, professional development to be made available to staff, etc.

B3: Describe your plan for student intake, registration, enrollment, including how you will orient students into the program.

B4: Provide committed and aspirational targets for the adult education and literacy program that the applicant expects to achieve using the grant money. Specifically:

- a committed target indicating the percentage of learners served in the first year of the grant (January - June 2024) who will achieve 1 or more performance outcomes

- and aspirational target indicating the percentage of learners served in the first year of the grant (January - June 2024) who will achieve 2 or more performance outcomes
- a committed target indicating the percentage of learners served in the second year of the grant (July 2024 - June 2025) who will achieve 1 or more performance outcomes
- and aspirational target indicating the percentage of learners served in the first year of the grant (July 2024 - June 2025) who will achieve 2 or more performance outcomes

B5: Describe how you plan to monitor and evaluate the implementation of the proposed program.

## Section C: Partnerships

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**Note:** The information contained in the relevant Partnership Signature Page (either “Part IB: Workforce Development Partnership Signature Page” or “Part IC: Education Attainment Partnership Signature Page”) will be considered as part of this rubric item.

C1: Provide information describing how the applicant is a member of an active workforce development partnership or an education attainment partnership and a description of services and responsibilities of each of the partnership members.

## Section D: Budgeting and Financials

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D1: Using the template provided please attach a detailed budget that includes line-item explanations for the cost of the instruction, facilities and operations, and match funding contributions for the Adult Education and Literacy program over 18 months. The budget will not count toward the 15-page limit on narrative responses.

D2: Provide an explanation of the cost of the instructional and student support program that the applicant plans to implement using the grant money and an explanation of how grant funding will be used to supplement and not supplant any funding currently being used on workforce preparation activities.

**Note:** Question D3 is included in the survey under Part E: RFA Financial Management Survey and does not require any additional narrative response.



## **Attachment A: Reviewer Application Process**

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### **Funding Opportunities**

The CDE Grants Program Administration (GPA) Office works collaboratively with program staff (in this case, the Adult Education Initiatives Office) the Grants Fiscal Management Unit, and the Attorney General's Office to develop the Request for Applications (RFA) based on program requirements, regulations and priorities. After the funding opportunity has been finalized and approved, it will be announced via various channels, including the CDE Scoop and the CDE website.

### **Reviewer Request**

Once the RFA has been released, a solicitation for reviewers is developed with program staff. Specific applicable areas of expertise are identified depending on the purpose of the grant and the requirements of the program. The solicitation is disseminated through channels relevant and available to prospective reviewers with interest and expertise in the identified areas. Reviewers are solicited from all parts of the state and other states as relevant and serve on a volunteer basis.

### **Review Teams**

GPA works with program staff to establish review teams. These teams are approximately three people each and balanced by experience/affiliation. The most successful team has members with varying professional expertise. Individuals with identified conflicts and/or who have submitted an application for the competition are not eligible to participate in the review. Please note that Office of Adult Education Initiatives staff members are not eligible to participate on review teams. They may only assist with process and technical questions during the review.

### **Reviewer Training**

A training webinar is provided for reviewers prior to the assignment and distribution of applications. Content of the training includes the purpose of the grant program, review process, confidentiality, conflicts of interest, scoring rubric, and how to compose objective feedback and comments to applicants. Reviewers are assured that their privacy will be protected.

### **Assignment and Distribution of Applications**

Depending on the number of applications and the number of teams, approximately four to six applications are assigned and distributed to each team for review via Google folders. Reviewers receive their assigned applications, scoring materials, and instructions from GPA. Each reader independently reviews the applications and scores them, then the team meets to discuss and finalize the scores and comments.

### **Review Day**

Each team comes together virtually, at a day and time decided by the review team, to discuss the application scores and comments. Once scoring sheets are submitted, CDE ensures that each score sheet is complete, and comments are sufficiently detailed and clear.

### **Funding Decisions**

Following the grant review, GPA compiles the scores and feedback forms from each review team. Review scores are ranked and any funding priorities, as outlined in the grant RFA, are applied. Funding recommendations are provided to the State Board of Education for their review and approval.

### **Applicant Notification**

Applicants will be notified via e-mail by December 4, 2023. The notification includes a letter outlining the status of their application (funded or not funded) and the review feedback. Non-funded applicants are provided with opportunities to follow up with the program if they have any questions on the process or their review feedback.

## Attachment B: Application Score Sheet

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### Adult Education and Literacy Act (AELA) Applications Due: November 17, 2023, by 11:59 pm MT

#### Application Scoring

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CDE Use Only

##### Narrative (Required)

Section A:	Learner Demographics and Applicant Experience	/36
Section B:	Proposed Instructional Program, Professional Development and Evaluation	/48
Section C:	Partnership	/20
Section D:	Budgeting and Financials	/24
<b>Total:</b>		<b>/128</b>

**GENERAL COMMENTS:** Please indicate support for scoring by including overall strengths and weaknesses. These comments will be provided to applicants with their final scores.

##### Strengths:

- 
- 

##### Weaknesses:

- 
- 

##### Required Changes:

- 
- 

**RECOMMENDATION:**    **Funded** \_\_\_\_\_    **Funded with Changes**    \_\_\_\_\_    **Not Funded** \_\_\_\_\_

## Attachment C: Application Scoring Rubric

The following criteria will be used by reviewers to evaluate the application as a whole. In order for an application to be recommended for funding, it must receive at least 90 points out of the 128 possible points (70%), and all required elements must be addressed.

### Scoring Definitions

- Minimally Addressed or Does Not Meet Criteria - information not provided
- Met Some but Not All Identified Criteria - requires additional clarification
- Addressed Criteria but Did Not Provide Thorough Detail - adequate response, but not thoroughly developed or high-quality response
- Met All Criteria with High Quality - clear, concise, and well thought out response

<b>Section A: Learner Demographics and Applicant Experience</b>	<b>Minimally Addressed or Does Not Meet Criteria</b>	<b>Met Some but Not All Identified Criteria</b>	<b>Addressed Criteria but Did Not Provide Thorough Detail</b>	<b>Met All Criteria with High Quality</b>	<b>TOTAL</b>
1) Narrative provides a description of the applicant’s experience running adult education programs, recruiting and retaining adult learners, and ensuring equity in recruitment. High quality responses will provide an overview of previous experience in adult education programs, describe equitable recruitment strategies used with diverse student populations, include evidence demonstrating retention rates and retention strategies that address barriers to participation.	0	3	6	9	
2) Narrative provides information concerning the percentage of eligible adults expected to be enrolled in the adult education and literacy programs funded by the grant who are members of minority groups. High quality responses will provide both the minority populations to be served and a description of the applicant’s experience ensuring outcomes for diverse populations.	0	1	2	3	
3) Narrative describes applicant’s prior experience and success marketing to and recruiting adult learners to participate in programming. High quality responses include examples of previous marketing campaigns and strategies targeting diverse adult populations with various modes of communication.	0	1	2	3	
4) Narrative provides a description of the number of eligible adults to be served in each year of the grant award. Response includes supporting evidence for the annual enrollment projections, indicates how many eligible adults reside in the applicant's intended service	0	3	6	9	

<p>area, and states what percent of the eligible adults in the area were projected to be served using these grant funds. High quality responses provide projections by year with supporting evidence, data and/or rationale for projections for each category included.</p>					
<p>5) Narrative provides a description of how the applicant will reach populations that are underserved by federal funding. High quality responses will demonstrate need for service in an area, including supporting evidence for that need, demographics of populations to be served, and proposed service areas. High quality responses will also address existing adult education services in the region and how the applicant plans to partner and minimize duplication of services</p>	0	4	8	12	
<b>Reviewer Comments:</b>					
<b>Total Out of 36 Points</b>					
<b>Section B: Proposed Instructional Program, Professional Development and Evaluation</b>	<b>Minimally Addressed or Does Not Meet Criteria</b>	<b>Met Some but Not All Identified Criteria</b>	<b>Addressed Criteria but Did Not Provide Thorough Detail</b>	<b>Met All Criteria with High Quality</b>	<b>TOTAL</b>
<p>1) Narrative provides a description of the instructional program that the applicant plans to implement using the grant money including the opening date, schedule, etc. High quality responses will provide evidence, data, and/or rationale for the program chosen.</p>	0	4	8	12	
<p>2) Narrative describes the applicant’s plan to hire and maintain a staff of educators and other program personnel, including number and type of staff estimated to work on the program, relevant credentials or experience staff will possess, estimated salary ranges, professional development to be made available to staff, etc. High quality responses will demonstrate attention to staff to learner ratios needed to fully support adult students, consideration of the types of experience or credentials needed to best support adult learners, and a commitment to staff development and retention.</p>	0	3	6	9	
<p>3) Narrative describes the applicant’s plan for student intake, registration, and enrollment and includes a description of how they will orient students into the program. High quality responses will demonstrate that the specific needs of adult learners have informed the design of the orientation process.</p>	0	3	6	9	

<p>4) Narrative lists the committed and aspirational outcomes targets that the applicant expects to achieve using the grant money for both the first 6 months of the grant period and the latter 12 months of the grant period. High quality responses will include targets that seem reasonable for the projected number of learners the applicant plans to serve.</p>	0	3	6	9	
<p>5) Narrative provides a description of how the applicant will monitor and evaluate the implementation of their proposed program. High quality responses will demonstrate a commitment to continuous quality improvement, regular collection, and analysis of data to track student progress against targets and goals, and a focus on student centered design.</p>	0	3	6	9	
<b>Reviewer Comments:</b>					
<b>Total Out of 48 Points</b>					
<b>Section C: Partnership</b>	<b>Minimally Addressed or Does Not Meet Criteria</b>	<b>Met Some but Not All Identified Criteria</b>	<b>Addressed Criteria but Did Not Provide Thorough Detail</b>	<b>Met All Criteria with High Quality</b>	<b>TOTAL</b>
<p>1) Narrative provides a description demonstrating the applicant is a member of an active workforce development partnership or an education attainment partnership and a description of services and responsibilities of each of the partnership members.</p> <p>a. The information contained in the relevant Partnership Signature Page (either “Part IB: Workforce Development Partnership Signature Page” or “Part IC: Education Attainment Partnership Signature Page”) is complete and matches the narrative description provided.</p>	0	10	15	20	
<b>Reviewer Comments:</b>					
<b>Total Out of 20 Points</b>					

<b>Section D: Budgeting and Financials</b>	<b>Minimal ly Addres sed or Does Not Meet Criteria</b>	<b>Met Some but Not All Identified Criteria</b>	<b>Addres sed Criteria but Did Not Provide Thorough Detail</b>	<b>Met All Criteria with High Quality</b>	<b>TOT AL</b>
1) The application includes a completed “23-24 AELA Budget Template” with sufficient detail. The	0	4	8	12	
2) The narrative provides an explanation of the cost of the instructional and student support program that the applicant plans to implement using the grant money and an explanation of how grant funding will be used to supplement and not supplant any funding currently being used on workforce preparation activities. High quality responses include detailed descriptions of line items, investments in operational and facility costs, direct student services (instructional or supportive), investment in staff retention, and adequate funds budgeted for student materials and resources.	0	2	4	6	
3) Total score on the “Request for Application Financial Management Survey” is as follows: <ul style="list-style-type: none"> <li>● A score below 8 earns 6 rubric points</li> <li>● A score between 8 and 20 earns 4 rubric points</li> <li>● A score over 20 earns 2 rubric points</li> <li>● Incomplete or missing survey earns 0 rubric points</li> </ul>	0	2	4	6	
<b>Reviewer Comments:</b>					
<b>Total Out of 24 Points</b>					

## Attachment D: Grantee Contacts

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If awarded a grant, the grantee is required to identify a specific staff member and their contact information for each of the grantee contact types listed below. The grantee must keep this information up to date with AEI, as AEI may communicate directly with the contact regarding their particular responsibilities. Please note that the primary and secondary contacts are included on all emails from AEI to ensure consistent and effective communication, especially if there are circumstances where one contact may be out of the office. The general responsibilities related to the Adult Education and Literacy grant for each type of contact are outlined below.

### Primary Contact

- Serves as the main point of contact between the grantee and AEI and is included on all communications.
- Implements the grantee's Adult Education and Literacy Grant program application and complies with grant requirements.
- Attends all mandatory trainings.
- Ultimately responsible for reporting, monitoring and other deadlines determined by AEI.

### Secondary Contact

- Is included on all communications from AEI as a backup for the primary contact.
- Please note, the secondary contact may not be the same staff member as the primary contact.

### Fiscal Contact

- Serves as AEI's main point of contact regarding grant budgets and expenditures. The fiscal contact will be included in any communication related to the Adult Education and Literacy grant budget (in addition to the primary and secondary contact).
- Participates in fiscal grant training as needed.
- May be asked to provide additional fiscal reports as needed.

### Authorized Representative

- Generally, the senior leader of the grantee's parent organization.
- If there are unforeseen staffing or financial changes it is ultimately the authorized representative's responsibility to carry out the activities required in the grant.

### LACES (or Data System) System Administrator

- Serves as AEI's main point of contact for the grantee's data in the LACES data management system and receives communications about data and reporting.
- Creates user accounts and maintains a user list, notifying AEI if there are any staffing/permission changes.
- Attends training as needed.
- Maintains a working knowledge of data entry, though this individual may not perform frequent data entry duties.
- Maintains a working knowledge of data reporting.

### Accessible Design Coordinator

- Coordinates with the program director to develop an Accessible Design Plan as defined in the Accessible Design Assurances.
- Ensures that learners are informed about availability of accommodations as part of their enrollment process/orientation.
- Ensures services are fully accessible based on reasonable criteria.
- Responds to questions and requests from learners with identified needs.
- Reports and documents needs of learners with identified needs.

- Collects and securely files accepted documentation from learners with identified needs.
- Confidentially shares current information about learner disabilities with program staff, only as necessary, as supported by the Americans with Disabilities Act (ADA) and the Family Educational Rights and Privacy Act (FERPA).
- Documents participation in annual training related to serving learners with identified needs, including the legal rights of learners with disabilities.

**Local Assessment Coordinator (if needed, depending on the performance measure outcomes the applicant selects)**

- Successfully completes assessment administrator training as required.
- Ensures assessment materials are safeguarded.
- Ensures the local program has policies and procedures in place to carry out NRS testing.

**Distance Education Coordinator (if providing Distance Education activities)**

- Successfully completes distance education policy training as required.
- Acts as a point of contact for state-led distance education initiatives.
- Acts as a local program point of contact to communicate statewide policy to relevant staff.



## **Attachment E: AELA Documents and Assurances**

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To ensure educational and workforce services are provided at the highest levels of quality for the Adult Education and Literacy Act (AELA), the Office of Adult Education Initiatives (AEI) requires the following assurances.

Agreement to these assurances ensures applicants commit to follow federal and state laws regarding AELA. Applicants must complete and sign each assurance and upload them in the online application submission. All documents are available on the [application website](#).

- [23-24 AELA Locations and Partner List](#)
- [23-24 AELA Accessible Design Assurances](#)
- [23-24 AELA Assessment Assurances](#)
- [23-24 AELA Attendance Assurances](#)
- [23-24 AELA Local Data Assurances](#)
- [23-24 AELA Distance Education Assurances](#) (if applicable)
- [23-24 AELA General Program Assurances](#)
- [23-24 AELA Program Income Assurances](#)