



COLORADO
Department of Education

Funding Opportunity

Applications Due: **Tuesday, February 21, 2017, 11:59 pm**

Application Information Webinar: **Friday, December 16, 2016, 9:00 am**

Letter of Intent Due: **Friday, January 6, 2016, 11:59 pm**

Adult Education and Family Literacy Act (AEFLA) Workforce Innovation and Opportunity Act (WIOA) Title II 2017-2018 Fiscal Year

ADULT EDUCATION AND LITERACY SERVICES

ADULT EDUCATION, LITERACY, ENGLISH LANGUAGE ACQUISITION, WORKFORCE PREPARATION, WORKPLACE ADULT
EDUCATION AND LITERACY, FAMILY LITERACY, INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION, INTEGRATED
EDUCATION AND TRAINING

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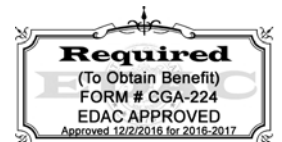


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Adult Education and Family Literacy Grant Program 2017-2018

Applications Due: Tuesday, February 21, 2017 by 11:59 p.m.

Introduction

The Colorado Department of Education (CDE) Office of Adult Education Initiatives (AEI) is soliciting applications from eligible providers within Colorado to develop, implement, and improve adult education and literacy activities within Colorado by establishing or operating programs that provide a comprehensive service model for adult education and literacy services and instruction, including programs that provide such activities concurrently.

Purpose

As a critical component of the Colorado Talent Development System, grantees will expand and improve the current system of delivering adult education and literacy services through evidence-based practices and continuous improvement in order to:

- Build career pathways providing adults with basic and secondary education to enable them to earn a high school equivalency diploma, transition into postsecondary education or training, and/or gain or advance in employment in order to achieve self-sufficiency.
- Provide parents and guardians with sufficient skills to become full partners in the educational development of their children.

Further, eligible providers that receive grants under the Adult Education and Family Literacy Act Grant Program will be designated as one-stop partners and are required to align and contribute to the one-stop delivery systems in Local Workforce Development Areas. Specifically, one-stop partners are required to:

- Provide access through the one-stop delivery system to such program or activities carried out by the entity, including making the career services that are applicable to the program or activities available at the one-stop centers (in addition to any other appropriate locations);
- Use a portion of the funds available for the program and activities to maintain the one-stop delivery system, including payment of the infrastructure costs of one-stop centers;
- Enter into a local memorandum of understanding with the local board, relating to the operation of the one-stop system; and
- Participate in the operation of the one-stop system consistent with the terms of the memorandum of understanding, the requirements of WIOA Title I, and the requirements of the Federal laws authorizing the program or activities.

Additional information about WIOA one-stop partner requirements and access to services can be found here:

https://www.colorado.gov/pacific/sites/default/files/PGL-WIOA-2016-02_Partner-Regs-and-Access-to-Services-in-One-Stop-System.pdf.

The purpose of the adult education and literacy grant program (WIOA Sec. 222(a)(1)) is to enable eligible providers that receive grants under the program to create local partnerships to provide adult education and literacy activities, including Adult Basic Education (ABE), Adult Secondary Education (ASE), and English Language Acquisition (ELA), in order to:

- Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
- Assist adults who are parents or family members to obtain the education and skills that are necessary to becoming full partners in the educational development of their children and lead to sustainable improvements in the economic opportunities for their family;
- Assist adults in attaining a secondary school diploma education or its equivalent and in the transition to postsecondary education and training, including through career pathways; and
- Assist immigrants and other individuals who are English language learners in:
 - Improving their reading, writing, speaking, and comprehension skills in English; and mathematics skills;
 - and

- Acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship; and/or
- Provide educational programs for criminal offenders in correctional institutions and for other institutionalized individuals who are likely to leave the correctional facility within five years of participation in the program, including academic programs for:
 - Adult education and literacy activities;
 - Special education;
 - Secondary school credit;
 - Integrated education and training;
 - Career pathways;
 - Concurrent enrollment;
 - Peer tutoring; and
 - Transition to re-entry initiatives and other post-release services with the goal of reducing recidivism.

Further, the purpose of the Integrated English Literacy and Civics Education program (WIOA Sec. 243(a)) is to:

- Prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and
- Integrate with the local workforce development system and its functions to carry out the activities of the program.

Funds **must** be used to provide adult education and literacy services to eligible individuals:

- Who have attained 16 years of age;
- Who are not enrolled or required to be enrolled in secondary school under State law; and
- Who:
 - Are basic skills deficient;
 - Do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or
 - Are English language learners.

In order for eligible individuals to be countable as having been served, the individual must have been pre-tested using a formalized assessment consistent with the CDE/AEI Assessment Policy and have attained twelve (12) hours of instruction.

Priorities

CDE/AEI is seeking applications that focus on adult education and literacy services that prepare eligible individuals at all levels for success in postsecondary education and work through:

- Research-based program and instructional strategies that effectively prepare and support adult learners through utilization of career pathways for transitioning to college and career;
- Family-centered approaches and services;
- Organizational strategies that position programs to adopt and deliver standards-based instruction; and
- Collaboration with service providers within the Colorado Talent Development System utilizing a human-centered design approach.

Eligible Applicants

Eligible applicants must have demonstrated effectiveness in providing adult education and literacy activities and may include:

- A local education agency (LEAs);
- A community-based organization or faith-based organization;
- A volunteer literacy organization;
- An institution of higher education;
- A public or private non-profit agency*;
- A library;

- A public housing authority;
- A nonprofit institution not described above and has the ability to provide adult education and literacy activities to eligible individuals;
- A consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described above; and
- A partnership between an employer and an entity described above.

*Note: Public or private non-profit agencies are required to attach proof of non-profit status (from the Internal Revenue Service) and evidence of financial stability (most recent two years' annual reports and audits).

Available Funds and Matching Funds

Approximately \$5.2 million is estimated to be available for adult education and literacy (WIOA Sec. 222(a)(1)) for the 2017-2018 fiscal year (July 1, 2017 – June 30, 2018) with no more than 20% of those funds available for programs for corrections education and other institutionalized individuals. Additionally, approximately \$750,000 is estimated to be available specifically for Integrated English Literacy and Civics Education (IELCE) program services for the 2017-18 fiscal year for WIOA Sec. 243(a). CDE anticipates awarding 20-30 three-year grants, ranging from \$100,000 to \$500,000+. The minimum for each grant award is set at \$100,000. Funding in years two and three of the grant is contingent upon continued appropriations and upon grantees meeting all grant, fiscal, and reporting requirements.

Funds for this program must be used to supplement (increase the level of services) and not supplant (replace) funds from nonfederal sources. Any program activity required by state law, State Board of Education rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Grantees must maintain documentation which clearly demonstrates the supplementary nature of these funds.

Note: Applicants must demonstrate a match of 40% of the funds requested. Federal funds may not be used for matching funds. Matching funds may include both in-kind and cash matches. The matching funds can come from state dollars, local government dollars, private dollars, or in-kind support.

Local Workforce Development Area Distribution of Funds

Consistent with the approved WIOA Colorado State Plan, adult education and literacy (WIOA Sec. 222(a)(1)) grant awards will be distributed based on the literacy needs, according to the 2010-2014 American Community Survey, in the Local Workforce Development Area. Each local area listed below will be awarded up to the associated percentage of the approximately \$5.2 million, as long as applications submitted are of quality and meet the minimum point threshold for funding.

Adams	16.0%
Arapahoe/Douglas	14.8%
Boulder	4.2%
Denver	19.5%
Larimer	2.7%
Mesa	2.2%
Pikes Peak/El Paso	8.3%
Tri County	6.8%
Weld	6.0%
Colorado Rural Workforce Consortium	19.5%

For applicants within the Colorado Rural Workforce Consortium, award maximums will be up to twice the associated percentages listed below of the approximately \$5.2 million, as long as applications submitted are of quality and meet the minimum point threshold for funding.

Broomfield Sub-Area	0.7%
Eastern Sub-Area	2.7%
Northwest Sub-Area	0.7%
Pueblo Sub-Area	3.3%
Rural Resort Sub-Area	4.1%
South Central Sub-Area	1.3%
Southeast Sub-Area	1.9%
Southwest Sub-Area	1.1%
Upper Arkansas Sub-Area	1.8%
Western Sub-Area	1.8%

Allowable Use of Funds

Applications from providers must include provision of services and instruction in each of the following categories within each Local Workforce Development Area to be served:

1. Adult education;
2. Literacy;
3. English language acquisition; and
4. Workforce preparation.

Further, applications from providers may include provision of services and instruction in one or more of the following categories:

1. Workplace adult education and literacy;
2. Family literacy services;
3. Integrated English literacy and civics education; and/or
4. Integrated education and training.

Funding should be used to establish or operate programs that provide adult education and literacy activities, including programs that provide such activities concurrently.

Allowable local administrative costs include planning; administration (including performance accountability); professional development; providing adult education and literacy services in alignment with local workforce plans, including promoting co-enrollment; and carrying out one-stop partner responsibilities, including infrastructure costs. Further, funded applicants will be given the opportunity to negotiate local administrative costs.

Note: Funds shall not be used for the purpose of supporting or providing programs, services, or activities for individuals who are not eligible individuals as described above, except for such purpose if programs, services, or activities are related to family literacy activities, where it is a requirement to provide interactive literacy activities between parents or family members and their children and to provide an age-appropriate education to prepare children for success in school and life experiences. In providing family literacy activities, an eligible applicant shall attempt to coordinate with programs and services that are not assisted under this grant prior to using funds for adult education and literacy activities awarded through this grant for activities other than those listed above.

Program Standards and Policies

CDE/AEI has adopted and implemented a standards-based instruction initiative, focusing on College and Career Readiness Standards (CCRS), to promote the quality of adult education and literacy outcomes to prepare learners for success in adult education, postsecondary education, employment, and the educational advancement of their children. Statewide adoption of the CCRS promotes the explicit goal to equip students with the skills and knowledge needed for success in postsecondary education, employment, and beyond. All grantees are required to adopt and align instruction to the CCRS.

Upon award, grantees are required to comply with all state policies and requirements, including but not limited to: adult basic education authorization; professional development; learner assessment; learning needs; College and Career Readiness Standards implementation; and participation in state wide initiatives. Details regarding those policies and initiatives can be found here: <http://www.cde.state.co.us/cdeadult/policies> and <http://www.cde.state.co.us/cdeadult/majorinitiatives>.

Note: The currently approved learner assessments are set to expire in the Federal Register in February 2017. Upon decision by the U.S. Department of Education about approved assessments for this grant cycle, the AEI Office will notify grantees of options. The State cannot take any action on approval of assessments beyond February 2017 until those are approved and placed in the Federal Register. Because new assessments are likely to be approved for this grant cycle, applicants need to consider the costs of training staff on any new assessment(s) and purchasing related materials, and must include that in the budget.

Review Process and Timeline

Applications will be reviewed by CDE staff and peer reviewers to ensure they contain all required components. Additionally, all completed applications will undergo a review by the appropriate Local Workforce Development Board, based on Local Workforce Development Areas noted in the application, for consistency with the local plan. Local plans may be found here: <https://www.colorado.gov/pacific/cwdc/regional-and-local-plans>.

Local Workforce Development Boards will be provided an opportunity to make recommendations on the applications to promote alignment with local plans (see **Attachment F**). Should an eligible provider submit an application to serve more than one Local Workforce Development Area, scores associated with the Local Workforce Development Board review will be averaged and applied in scoring. CDE will consider the results of the review by the Local Workforce Development Board in the award process, and prior to award, applicants may be asked to make adjustments to better align with the Local Workforce Development Areas plan(s). Applicants will be notified of final award status no later than **Monday, May 1, 2017**.

Each application will be evaluated solely on the criteria identified in this document. Receipt of a grant award in a previous competition is not, and should not be regarded as, a guarantee of funding in the current competition. Applicants not funded in previous competitions are not precluded and may apply for funding in the current competition. Once all of the applications have been evaluated, the review panel will submit to CDE its recommendations. Final funding decisions will be made by CDE.

Note: This is a competitive process – applicants must score as follows:

Funding	Total Points	Points Needed for Approval
Adult Education and Literacy Services (WIOA Sec. 222(a)(1)) Only	216	151
Integrated English Literacy and Civics Education Program (WIOA Sec. 243) or both Adult Education and Literacy (WIOA Sec. 222(a)(1)) and Integrated English Literacy and Civics Education Program (WIOA Sec. 243)	258	181

Applications that score below the minimum point thresholds listed above may be asked to submit revisions that would bring the application up to a fundable level. There is no guarantee that submitting an application will result in funding or funding at the requested level. All award decisions are final. Applicants that do not meet the qualifications may reapply for future grant opportunities. CDE is required by federal law to provide an opportunity for a hearing for applicants that are not approved for funding. The applicant must request the hearing within 30 days of the disapproval action. No later than 10 days after the hearing, CDE will issue its written ruling, including findings of fact and reasons for the ruling. (34 CFR Subtitle A76.401 Disapproval of an Application – Opportunity for a Hearing)

Award Start and Duration of Grant

Grants will be awarded for a three-year term beginning in the 2017-2018 fiscal year. Funding in years two and three of the grant is contingent upon continued appropriations and upon grantees meeting all grant, fiscal, and reporting requirements. 2017-2018 funds must be expended by **June 30, 2018**. Funds for years two and three of the grant must be expended by June 30, 2019 and June 30, 2020, respectively. There will be no carryover of funds.

Grant funds cannot be obligated or spent prior to CDE approval of the grantee's budget. Grantees will receive an Award Notification and Single Assurance Form for All Federal Grants which must be signed by an authorized officer and submitted with original signatures to CDE. Grantees will receive instructions for requesting funds when all required signatures are in place.

Evaluation and Reporting

Funded programs are monitored for compliance and quality throughout the grant period. Programs are required to submit Annual Performance Reports and Annual Financial Reports. For more information on the Annual Performance Report, see **Attachment D** or visit: www.cde.state.co.us/cdeadult/APR. Grant recipients are required to use the state-administered LACES adult education reporting system and must be able to meet minimum requirements needed 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 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 essential for ensuring the best possible performance.
- Minimum download speed: 784 kbps
- Minimum upload speed: 384 kbps
- Additional Software: Adobe Acrobat Reader and/or Microsoft Excel/Excel Reader is needed for reporting purposes.

Data Privacy

CDE takes seriously its obligation to protect the privacy of student and educator Personally Identifiable Information (PII) collected, used, shared, and stored. Given federal performance reporting requirements, PII will be collected through the AEFLA Grant Program using the state-administered LACES adult education reporting system. All program evaluation data will be collected through LACES and reported in the aggregate and will be used, shared, and stored in compliance with applicable laws and CDE's privacy and security policies and procedures.

Technical Assistance

An application training webinar will be held on **Friday, December 16, 2016, 9:00 am**. Register for this technical assistance via Eventbrite at <https://ae fla1718.eventbrite.com>. If you have questions or issues regarding registration, please email CompetitiveGrants@cde.state.co.us.

If interested in applying for this funding opportunity, please submit the Letter of Intent (see **Attachment A**) via SurveyMonkey at <https://www.surveymonkey.com/r/ae fla1718> by **Friday, January 6, 2017, 11:59 pm**.

A Question and Answer Service will be made available to all applicants who submit a Letter of Intent. An e-mail distribution list will be created for applicants to submit their questions. All members of the distribution list will receive all questions submitted and CDE's responses. CDE will also post all questions submitted and CDE's responses at <http://www.cde.state.co.us/cdeadult/prospectivegrantees>.

CDE/AEI will make new program technical assistance available to first-time providers through the New Program Directors' Support project, including (but not limited to) assistance with data collection procedures, reporting and monitoring requirements, and implementation of state and federal policies at the local level.

Submission Process and Deadline

An electronic copy of the application (in PDF format) and electronic budget (in Excel format) must be submitted to CompetitiveGrants@cde.state.co.us by **Tuesday, February 21, 2017, 11:59 pm**. The electronic version should include all required components of the application as one document. Please attach the electronic budget workbook in Excel format as a separate document. Faxes will not be accepted. Incomplete or late applications will not be considered. If you do not receive an email confirmation of receipt of your application within 24 hours of the deadline, please email CompetitiveGrants@cde.state.co.us. Application materials and budget are available for download on the CDE website at <http://www.cde.state.co.us/cdeadult/prospectivegrantees>.

Submit the electronic copy of the application and electronic budget to:

CompetitiveGrants@cde.state.co.us

By: **Tuesday, February 21, 2017, 11:59 pm**

Application Format

- The total narrative (Sections A-F) of the application cannot exceed **16 pages**. Please see below for the required elements of the application. Note: Applications that exceed 16 pages will not be reviewed.
- All 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 signature page must include original signatures of the lead organization/fiscal agent.

Consortia Applications

- Applications must identify one agency that will act as the lead agency for the consortium. The lead agency shall submit a single proposal on behalf of the consortium that outlines a plan to provide adult education and literacy activities throughout the local workforce development 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/AEI. 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, federal requirements, and state policies.

Required Elements

The format outlined below must be followed in order to assure consistent application of the evaluation criteria. See evaluation rubric for specific selection criteria needed in Part II (pages 16-23).

Part I: Application Introduction (not scored):

Part IA: Cover Page – Applicant Information

Part IB: Program Assurances Form

Table of Contents

Part II: Narrative:

Executive Summary

Section A: Collaboration Within the Colorado Talent Development System

Section B: Educational Capacity

Section C: Educational Quality

Section D: Population Served and Service Strategy

Section E: Adequacy of Resources/Budget

Section F: Local Workforce Development Board Review

Section G: Integrated English Literacy and Civics Education Program (WIOA Sec. 243(a)) *(if applicable)*

Required Attachments:

Electronic Budget Workbook *(all applicants)*

For non-profit applicants only: Proof of non-profit status (from the Internal Revenue Service) and evidence of financial stability (most recent two years' annual reports and audits) must be attached.

Adult Education and Family Literacy Act Grant Program 2017-2018

Part IA: Cover Page – Applicant Information

Applicant Information			
Program Name:			DUNS #:
Mailing Address:			County:
Telephone:		E-mail:	
Website:			
Type of Program			
<input type="checkbox"/> Local educational agency (LEA)	<input type="checkbox"/> Institution of Higher Education	<input type="checkbox"/> Community- or faith-based organization	
<input type="checkbox"/> Volunteer literacy organization	<input type="checkbox"/> Library	<input type="checkbox"/> Public or private non-profit agency	
<input type="checkbox"/> Public housing authority	<input type="checkbox"/> Consortium or coalition	<input type="checkbox"/> Partnership between employer/entity above	
If applying as a non-profit:	Have proof of non-profit status (from the Internal Revenue Service) and evidence of financial stability (most recent two years' annual reports and audits) been attached?		Yes <input type="checkbox"/> No <input type="checkbox"/>
Applicant Authorized Representative Information			
Name:			Title:
Telephone:		E-mail:	
Signature:			
Program Contact/Coordinator Information (must be employed by applicant)			
Name:			
Mailing Address:			
Telephone:		E-mail:	
Signature:			
Fiscal Manager Information (different than Program Contact/Coordinator)			
Name:			
Telephone:		E-mail:	
Signature:			
Local Workforce Development Area(s) Intended to Serve (select all that apply)			
Visit https://www.colorado.gov/pacific/sites/default/files/MapLocal%20WorkforceAreas_32016.pdf for a map of the Local Workforce Development Areas.			
<input type="checkbox"/> Adams	<input type="checkbox"/> Arapahoe/Douglas	<input type="checkbox"/> Boulder	<input type="checkbox"/> Denver
<input type="checkbox"/> Larimer	<input type="checkbox"/> Mesa	<input type="checkbox"/> Pikes Peak/El Paso	<input type="checkbox"/> Tri County
<input type="checkbox"/> Weld			
Colorado Rural Workforce Consortium:			
Visit https://www.colorado.gov/pacific/crwc/local-workforce-investment-boards for a map of the Sub-Areas within the Colorado Rural Workforce Consortium.			
<input type="checkbox"/> Broomfield Sub-Area	<input type="checkbox"/> Eastern Sub-Area	<input type="checkbox"/> Northwest Sub-Area	<input type="checkbox"/> Pueblo Sub-Area
<input type="checkbox"/> Rural Resort Sub-Area	<input type="checkbox"/> South Central Sub-Area	<input type="checkbox"/> Southeast Sub-Area	<input type="checkbox"/> Southwest Sub-Area
<input type="checkbox"/> Upper Arkansas Sub-Area	<input type="checkbox"/> Western Sub-Area		
Funding Applicant intends to apply for (select one):			
<input type="checkbox"/> Adult Education and Literacy (WIOA Sec. 222(a)(1))			
<input type="checkbox"/> Integrated English Literacy and Civics Education Program (WIOA Sec. 243(a))			
<input type="checkbox"/> Both			

Adult Education and Literacy (WIOA Sec. 222(a)(1))				
Additional Services and Instruction (where/if applicable)				
Local Workforce Development Area:	Workplace Adult Education and Literacy	Family Literacy Services	Integrated English Literacy and Civics Education	Integrated Education and Training
Adams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arapahoe/Douglas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Boulder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Denver	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Larimer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mesa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pikes Peak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tri-County	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Weld	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colorado Rural Workforce Consortium:				
Broomfield Sub-Area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eastern Sub-Area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Northwest Sub-Area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pueblo Sub-Area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rural Resort Sub-Area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
South Central Sub-Area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Southeast Sub-Area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Southwest Sub-Area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Upper Arkansas Sub-Area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Western Sub-Area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Adult Education and Literacy (WIOA Sec. 222(a)(1))				
Projected Numbers of Countable Learners to be Served by Local Workforce Development Area				
Local Workforce Development Area:	a. ABE (levels 0-8):	b. ASE (levels 9-12):	c. ELA	Total (a, b, c)
Adams				
Arapahoe/Douglas				
Boulder				
Denver				
Larimer				
Mesa				
Pikes Peak				
Tri-County				
Weld				
Colorado Rural Workforce Consortium:				
Broomfield Sub-Area				
Eastern Sub-Area				
Northwest Sub-Area				
Pueblo Sub-Area				
Rural Resort Sub-Area				
South Central Sub-Area				
Southeast Sub-Area				
Southwest Sub-Area				
Upper Arkansas Sub-Area				
Western Sub-Area				
Total:				
Corrections Education: Applicant intends to use AEFLA funding to provide Corrections Education and/or educational services to other institutionalized individuals:		<input type="checkbox"/> No <input type="checkbox"/> Yes (if yes, please answer next question)		
If answering yes to the previous question, enter the number of AEFLA learners to be served in correctional settings; this is a sub-set, not additional learners:				
Amount Requested for 2017-2018 fiscal year (7/1/17 – 6/30/18):		\$		
Integrated English Literacy and Civics Education Program (WIOA Sec. 243(a))				
Projected Number of Learners to be Served:				
Amount Requested for 2017-2018 fiscal year (7/1/17 – 6/30/18):		\$		

Part IB: Program Assurances Form

The appropriate Authorized Representatives must sign below to indicate their approval of the contents of the application for the Adult Education and Family Literacy Grant Program, and the receipt of program funds.

On _____ (date), 2016, the Board of _____ (applicant) hereby applies for and, if awarded, accepts the federal funds requested in this application. In consideration of the receipt of these grant funds, the Board agrees that the General Assurances for all federal grants, the program-specific assurances for the AEFLA grant* and the terms therein are specifically incorporated by reference in this application; and that all program and administrative requirements will be met including the following conditions of Adult Education and Family Literacy Act (AEFLA) Grant Program funding:

1. The applicant will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding supplement and not supplant provisions).
2. The applicant will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not “eligible individuals” within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA.
3. The applicant will enter into a local memorandum of understanding with each Local Workforce Development Board which it services, relating to the operations of the one-stop system, and will participate in the operation of the one-stop system consistent with the terms of the memorandum of understanding and the requirements of WIOA.
4. The applicant will use a portion of the awarded funds to maintain the one-stop delivery center, in accordance with the methods agreed upon by the Local Workforce Development Board and described in a memorandum of understanding or the determination of the Governor regarding State one-stop infrastructure funding.
5. The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be delivered in combination with integrated education and training activities.
6. The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to (1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency and (2) integrate with the local workforce development system and its functions to carry out the activities of the program.
7. The applicant will ensure that the Program Director has adequate time and resources to meet the expectations and fulfill the requirements of the management of the AEFLA grant-funded program.
8. The applicant will provide a description of how funds awarded under this subtitle will be spent.
9. The applicant will provide a description of any cooperative arrangements the eligible provider has with any other agencies, institutions, or organizations for the delivery of adult education and family literacy activities.
10. The applicant will retain sole responsibility for the project even though subcontractors may be used to perform certain services.
11. The applicant will complete and submit an Annual Performance Report (see **Attachment D**) by the published due date.
12. The applicant will comply with all state policies and requirements, including but not limited to, adult basic education authorization; professional development; learner assessment; learning needs; College and Career Readiness Standards implementation; and participation in state wide initiatives.
13. The applicant will maintain and use the LACES adult education reporting system, and submission of available data will be in accordance with NRS guidelines and guidelines set forth by the State.
14. The applicant will participate in program evaluation, including but not limited to, onsite reviews, data reviews, and desk monitoring in alignment with the Colorado WIOA State Plan.
15. The applicant will place high priority on evidence-based effective practices aimed at meeting or exceeding the annual WIOA AEFLA performance targets (see **Attachment C**) for Colorado established by the Colorado Department of Education and the U.S. Department of Education, Office of Career, Technical, and Adult Education.

16. The applicant understands and accepts that all AEFLA grant-funded programs are expected to contribute to Colorado’s performance indicator targets as negotiated with the U.S. Department of Education, Office of Career, Technical, and Adult Education, and that performance toward these targets may affect Colorado’s funding in subsequent years.

The Colorado Department of Education may terminate a grant award upon thirty (30) days’ notice if it is deemed by CDE that the applicant is not fulfilling the requirements of the funded program as specified in the approved project application, or if the program is generating less than satisfactory results.

Project modifications and changes in the approved budget must be requested in writing and be approved in writing by the CDE before modifications are made to the expenditures. Please contact Marti Rodriguez (Rodriguez_M@cde.state.co.us | 303-866-6769) and Tricia Johnson (Johnson_T@cde.state.co.us | 303-866-6640) for any modifications.

_____	_____
Name of Board President	Signature
_____	_____
Name of Program Authorized Representative	Signature

*General Assurances for all federal grants and the program-specific assurances for the AEFLA grant are contained in the Single Assurance Form for all Federal education programs administered by the Department of Education. Successful applicants will receive the Single Assurance Form to sign and submit to CDE at the conclusion of the grant competition process.

Adult Education and Family Literacy Grant Program 2017-2018

Application Scoring *(CDE Use Only)*

Part I:	Application Introduction	No Points
Part II:	Narrative	
	Executive Summary	/10
Section A:	Collaboration Within the Colorado Talent Development System	/44
Section B:	Educational Capacity	/42
Section C:	Educational Quality	/42
Section D:	Population Served and Service Strategy	/44
Section E:	Adequacy of Resources	/24
	Electronic Budget	No Points
Section F:	Local Workforce Development Board Review	/10
	Sub-Total:	/216
Section G:	Integrated English Literacy and Civics Education Program <i>(if applicable)</i>	/42
	Application Total:	/258

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 _____

Selection Criteria and Evaluation Rubric

Part I: Application Introduction (No Points)

Cover Pages and Assurances

Complete applicant information and program assurances and include as the first pages of the application.

Table of Contents

Provide a Table of Contents after the Cover Pages and Assurances.

Part II: Narrative (258 Points)

Executive Summary

Provide a brief description (no more than one page) of the applicant's program to be funded by the Adult Education and Family Literacy Act Grant Program. This summary does not count toward the 16-page narrative page limit.

The following criteria will be used by reviewers to evaluate the application as a whole. In order for the application for only adult education and literacy services (WIOA Sec. 222 (a)(1)) to be recommended for funding, it must receive at least 151 points out of the 216 possible points, and all required elements must be addressed. In order for the application for only Integrated English Literacy and Civics Education program (WIOA Sec. 243) or both adult education and literacy services (WIOA Sec. 222 (a)(1)) and Integrated English Literacy and Civics Education program (WIOA Sec. 243) to be recommended for funding, it must receive at least 181 points out of the 258 possible points, and all required elements must be addressed. An application that receives a score of 0 on any required elements will not be funded.

For those applicants that have previously received AEFLA funding, the expectation is that the narrative will include references to that award, where applicable. For example, discuss how the funds contributed to the program and what still needs to be accomplished. In particular, applicants should demonstrate ongoing and improved capacity in the program and a well-developed plan for sustainability.

Please 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.

Executive Summary	Not Addressed or Met No Criteria <i>(information not provided)</i>	Met One or More Criteria <i>(requires additional clarification)</i>	Met All Criteria <i>(concise and thoroughly developed, high quality response)</i>
Provide a brief description of the proposed project that: <ul style="list-style-type: none"> Specifically mentions Adult Education and Literacy, English Language Acquisition, and Workforce Preparation Activities as relates to the purpose of AEFLA; Includes Correctional Education if proposing to provide those services; Includes the applicant's mission statement; and If application includes provision of family literacy activities, describes the research-based practices used for integration of family literacy activities with English language acquisition activities. 	0	3	5
Describe alignment and support from applicant's larger organization(s) leadership team, if applicable, and/or board of directors: <ul style="list-style-type: none"> Explain how its work fits into the larger organization's mission and vision; Explain the applicant's history of serving eligible individuals as defined under AEFLA; and Address whether or not cooperative agreements are part of this proposal, and, if so, include a description of any cooperative agreements the applicant's program has with other agencies, institutions, or organization for the delivery of adult education and literacy activities. 	0	3	5
Reviewer Comments:			
Total			/10

Section A: Collaboration Within Colorado Talent Development System		Not Addressed or Met No Criteria <i>(information not provided)</i>	Met One or More Criteria <i>(requires additional clarification)</i>	Met All Criteria <i>(concise and thoroughly developed, high quality response)</i>
1) Describe a comprehensive service model that uses research-based methods, including contextualized workforce preparation and workforce training instruction.		0	5	10
2) Address the design of your programs, interventions, and/or plans to support students with barriers to employment, learning needs, and persistent challenges.		0	5	10
3) Include a list of partners for this proposal. Describe the collaboration with partners and the plan to provide practices that promote adult learner persistence toward successful completion of workforce preparedness outcomes. Describe plans to leverage resources through partnerships with postsecondary education and training providers. Address how the program will fulfill the required one-stop provider responsibilities with each local area selected for service.		0	5	10
4) Describe plans for co-enrollment with WIOA one-stop partners and other services, such as referral services, and how those will be utilized in overall program design. Address how the program will provide access through the one-stop delivery system to adult education and literacy activities.		0	5	10
Reviewer Comments:				
Priority points: up to 4 additional points may be awarded for meeting the following criteria when assessing this section as a whole:				Please award between 0-2 points for each box below for this section
<ul style="list-style-type: none"> • There is a strong connection between the main ideas throughout this section and the stated focus of the section. • Main ideas throughout this section are supported, explained, and justified with strong evidence in the form of accurately cited research or well-developed logical argument. 				/2
<ul style="list-style-type: none"> • It is clear that the applicant is leveraging existing, quality resources and services in the area(s). • It is a clear priority to reduce unneeded duplication of services and leverage dollars for the best use possible. • It is clear that the program views itself as part of one larger system of organizations and services that will help individuals reach career and educational goals. This is proven through referral processes and the depth of partnerships that make the system easier to navigate for individuals receiving services from multiple organizations. 				/2
Total				/44

Section B: Educational Capacity				
1) Attach job descriptions for instructional staff position(s), including: <ul style="list-style-type: none"> • Job duties, qualifications required, and number of hours employed per week; • A description of number of teaching hours, number of planning hours and number of professional learning hours allotted for local collaboration with other instructional staff each week or each session/term or semester; and • A description of how the staffing structure will enable to applicant to ensure that student attendance data is reported at the daily level on at least a weekly basis. 	Did not Attach/Additional Information Needed		Attached and Fully Described	
	0		5	
	Not Addressed or Met No Criteria <i>(information not provided)</i>	Met One or More Criteria <i>(requires additional clarification)</i>	Met All Criteria <i>(concise and thoroughly developed, high quality response)</i>	

2) Describe how the program will ensure that all instructors obtain the Colorado adult educator credential, Adult Basic Education Authorization, through coursework or portfolio within three years of hire to be in compliance with state policy. (Portfolio options include Evaluation of Equivalent Coursework or Evaluation of Experience. Please note: AEFLA funds may not be used to pay for courses, but may be used to observe teachers.)	0	3	5
3) Describe how program-wide professional development needs will be identified and planned. Professional development plans should include details on how professional development activities will be collaboratively integrated into local, program-wide practices, evaluated for improvement, and sustained.	0	3	5
4) Describe the program's plan for supporting instructors in local implementation of research and evidence-based practices related to college and career readiness objectives that include collaboration with other instructors, and evaluation for improvement, and sustainability.	0	3	5
5) Describe the program's plan for training and continual support to instructors in incorporating technology into the delivery of instruction; Include instructor training to meet distance learning students' needs, if applicable.	0	3	5
6) Describe how instructional programs will: <ul style="list-style-type: none"> • Be designed with appropriate intensity (classes at least 6 hours per week) to meet the adult education and literacy needs of eligible individuals; and • Ensure sufficient exposure to learning in the context of workforce preparation and workforce training (when applicable) so that participants achieve substantial learning gains supporting their transition to postsecondary education and training or employment. 	0	3	5
7) Provide the program's adult education and literacy projected orientation and enrollment schedule (covering/including the time frame July 1, 2017 through June 30, 2018): <ul style="list-style-type: none"> • Demonstrate that the instructional schedule allows for a minimum of six hours per week for instruction per class; • Describe how managed enrollment will be utilized to support-instructional schedules that both establish a cohort model for learners and minimize consistent interruptions caused by open enrollment. • Include the research base for justification of schedule and delivery methods. 	0	3	5
8) Explain how the instructional schedule is aligned with the program's standardized assessment post-testing procedures to allow sufficient intensity (at least 6 hours per week) and duration (length of time of each class session) for individual learners to demonstrate adequate progress on the standardized assessment(s) used by the program at the end of a term, quarter, or other substantial block of instruction.	0	3	5

Reviewer Comments:

Priority points: up to 2 additional points may be awarded for meeting the following criteria when assessing this section as a whole:

<ul style="list-style-type: none"> • There is a strong connection between the main ideas throughout this section and the stated focus of the section. • Main ideas throughout this section are supported, explained, and justified with strong evidence in the form of accurately cited research or well-developed logical argument. 	<p>Please award between 0-2 points for this <u>section</u></p> <p>/2</p>
Total	/42

Section C: Educational Quality	Not Addressed or Met No Criteria <i>(information not provided)</i>	Met One or More Criteria <i>(requires additional clarification)</i>	Met All Criteria <i>(concise and thoroughly developed, high quality response)</i>
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1) Describe the research and evidence base that will be used to design high-quality programming, including the essential components of reading instruction, provided to assist adults in achieving the required and allowable activities under this grant.	0	4	8
2) Describe how the College and Career Readiness Standards for Adult Education and the Key Instructional Shifts that implementing those standards demand will be used to enhance the quality of instruction offered and provide alignment to workforce development needs.	0	4	8
3) Provide evidence of prior success assisting eligible individuals, particularly those with low levels of literacy, with improving skills in reading, writing, mathematics, and English language acquisition (this evidence may include, but is not limited to, standardized assessment showing learner growth); Provide evidence of prior success regarding outcomes related to employment, attainment of secondary school diploma or the equivalent, and transition to postsecondary education and training.	0	4	8
4) Describe processes that will be used to ensure the timely and accurate collection, management and reporting of program data, in particular those measures described in WIOA Sec 116. Include: <ul style="list-style-type: none"> • A description of how program data will be monitored and used for continuous quality improvements; and • A description of the process to be used for meeting the State-adjusted levels of performance for the primary indicators of performance under WIOA. 	0	4	8
5) Describe the technology that will be used to enhance program delivery and increase instructional quality. <ul style="list-style-type: none"> • Include a description of how technology used will lead to improved performance. • If offering distance education (including hybrid or blended learning), provide a description of how it will be used to overcome barriers of time and transportation that increase student access to high-quality and diverse instructional opportunities. (NOTE: Access to distance learning may be through program offerings or alignment to services offered by a partner agency.)	0	4	8

Reviewer Comments:

Priority points: up to 2 additional points may be awarded for meeting the following criteria when assessing this section as a whole:

<ul style="list-style-type: none"> • There is a strong connection between the main ideas throughout this section and the stated focus of the section. • Main ideas throughout this section are supported, explained, and justified with strong evidence in the form of accurately cited research or well-developed logical argument. 	Please award between 0-2 points for this <u>section</u> /2
Total	/42

Section D: Population Served and Service Strategy	Not Addressed or Met No Criteria <i>(information not provided)</i>	Met One or More Criteria <i>(requires additional clarification)</i>	Met All Criteria <i>(concise and thoroughly developed, high quality response)</i>
1) Explain need for required comprehensive service model and additional services and instruction, if applicable, in each local workforce development area based on an environmental scan of existing services in the area. Describe the process used by the applicant to determine need.	0	3	5

2) Describe how the program will utilize area support services to help learners persist for the length of time needed to reach career and educational goals so that they are on a pathway to family-sustaining wage, able to function sufficiently on the job, in the family and in society, and able to become full, active partners in the education of their children.	0	3	5
3) Describe referral processes with community partners and strategies to meet the needs of individuals being served. Explain plans to revisit referral processes and strategies for continuous improvement and streamlined services.	0	3	5
4) Identify and describe the area to be served. (Map/s may be included or attached to illustrate the proposed service area(s), but the written description must be complete and comprehensive.)	0	3	5
5) Relate current demographic information to the educational needs of the target population(s). Address populations in the service area who are most in need of adult education and literacy and English language acquisition, including individuals with barriers to employment; Identify the sources of data used.	0	3	5
6) Describe how the specified target populations will be recruited and efforts that will be employed to support student motivation and persistence after entry.	0	3	5
7) Explain how the program will engage with business services and employers to connect learners with in-demand industries and occupations.	0	3	5
8) Briefly describe the steps your program will take to ensure equitable access to, and participation in, your program. <ul style="list-style-type: none"> • Address how your program will overcome barriers related to gender, race, national origin, color, disability, or age. • Based on local circumstances, determine whether these or other barriers may prevent your learners, instructors, etc. from access or participation. • You may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. (This information is required by General Education Provisions Act (GEPA) Section 427. REFER TO ATTACHMENT B FOR GUIDANCE.)	0	3	5

Reviewer Comments:

Priority points: up to 4 additional points may be awarded for meeting the following criteria when assessing this section as a whole:	Please award between 0-2 points for each box below for this section
<ul style="list-style-type: none"> • There is a strong connection between the main ideas throughout this section and the stated focus of the section. • Main ideas throughout this section are supported, explained, and justified with strong evidence in the form of accurately cited research or well-developed logical argument. 	/2
<ul style="list-style-type: none"> • It is clear that the applicant is leveraging existing, quality resources and services in the area(s). • It is a clear priority to reduce unneeded duplication of services and leverage dollars for the best use possible. • It is clear that the program views itself as part of one larger system of organizations and services that will help individuals reach career and educational goals. This is proven through referral processes and the depth of partnerships that make the system easier to navigate for individuals receiving services from multiple organizations. 	/2
Total	/44

Section E: Adequacy of Resources/Budget	Not Addressed or Met No Criteria <i>(information not provided)</i>	Met One or More Criteria <i>(requires additional clarification)</i>	Met All Criteria <i>(concise and thoroughly developed, high quality response)</i>
Provide a budget narrative and complete the electronic budget, available at: http://www.cde.state.co.us/cdeadult/prospectivegrantees , to illustrate items 1 and 2.			

1) Explain how the costs of the proposed project (as presented in the attached budget and in the written budget narrative) are reasonable and the budget is sufficient to implement the proposed activities.	0	4	8
2) Explain how the costs of the proposed project will allow for staff person(s) to maintain current information (on a weekly basis, at minimum) in the adult education statewide reporting system so that participant and program performance can be regularly monitored; Describe the program director's role in ensuring accurate data collection, data entry, and how data-related tasks are assigned to appropriate staff persons.	0	4	8
3) The electronic budget and the budget narrative adequately detail the proposed use of funds in relation to the objectives, design, and scope of project activities.	0	4	8
Reviewer Comments:			
Total			/24

Section F: Local Workforce Development Board Review (No Response From Applicant Required)	
Per §463.20(d)(4) in the WIOA Regulations, the extent to which applications demonstrate alignment to the strategy and goals of the local plan must be considered. Local Workforce Development Boards will be provided an opportunity to make recommendations on the applications specifically for the purpose of aligning the application to the local plan. Please see Attachment F for the Local Workforce Development Board Alignment Review Tool that will be used.	
Should an eligible provider submit an application to serve more than one Local Workforce Development Area, scores associated with the Local Workforce Development Board review will be averaged and applied in scoring. Applicants may be asked to make adjustments to better align with the Local Workforce Development Areas plan(s) prior to final award.	
Local Workforce Development Board Comments:	
Total	
/10	

Section G: Integrated English Literacy and Civics Education Program	Not Addressed or Met No Criteria <i>(information not provided)</i>	Met One or More Criteria <i>(requires additional clarification)</i>	Met All Criteria <i>(concise and thoroughly developed, high quality response)</i>
If the applicant is applying for an Integrated English Literacy and Civics Education Program (WIOA Sec. 243(a)) grant, complete this section <i>in addition</i> to all other sections of the AEFLA application.			
1) Provide the program's Integrated English Literacy and Civics Education projected orientation and enrollment schedule (covering/including the time frame July 1, 2017 through June 30, 2018). <ul style="list-style-type: none"> Demonstrate that the instructional schedule allows for a minimum of six hours per week for instruction per class. Describe how managed enrollment will be utilized to support instructional schedules that both establish a cohort model for learners and minimize consistent interruptions caused by open enrollment. Include the research base for justification of schedule and delivery methods. 	0	4	8
2) Describe how the program is designed to prepare English language learners for in-demand industries and occupations that lead to economic self-sufficiency. <ul style="list-style-type: none"> Include how the program connects with the local workforce area sector partnerships. 	0	4	8
3) Describe plans for implementation of integrated education and training. Address how the program is designed so that adult education and literacy activities are provided concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of education and career advancement.	0	4	8

4) Describe efforts or plans to connect with providers on WIOA Eligible Training Provider List (ETPL) or other postsecondary education and training providers to leverage funding and opportunities for integrated education and training. <ul style="list-style-type: none"> List any partners for integrated education and training. 	0	4	8
5) Describe the curriculum to be utilized in the program, including how instruction on the rights and responsibilities of citizenship and civic participation will be consistently applied throughout instruction.	0	4	8
Reviewer Comments:			
Priority points: up to 2 additional points may be awarded for meeting the following criteria when assessing this section as a whole:			
<ul style="list-style-type: none"> There is a strong connection between the main ideas throughout this section and the stated focus of the section. Main ideas throughout this section are supported, explained, and justified with strong evidence in the form of accurately cited research or well-developed logical argument. 			Please award between 0-2 points for this <u>section</u> /2
Total			/42

Attachment A: Letter of Intent

The Letter of Intent to apply for the Adult Education and Family Literacy Act (AEFLA) Grant Program is due **Friday, January 6, 2017 11:59 pm**. Submit online via SurveyMonkey at <https://www.surveymonkey.com/r/aepla1718>. Below is a screenshot of the Letter of Intent.

Please complete the information requested below to indicate your intention to apply for **AEFLA 2017-2018**.

Applicant Organization

Authorized Representative

Application Contact

Contact Telephone Number:

Contact E-mail Address

Type of Organization

Local Workforce Development Area(s) applicant intends to serve (select all that apply):

<input type="checkbox"/> Adams	<input type="checkbox"/> Larimer	<input type="checkbox"/> Weld
<input type="checkbox"/> Arapahoe/Douglas	<input type="checkbox"/> Mesa	<input type="checkbox"/> Colorado Rural Workforce Consortium
<input type="checkbox"/> Boulder	<input type="checkbox"/> Pikes Peak/El Paso	
<input type="checkbox"/> Denver	<input type="checkbox"/> Tri County	

If the Colorado Workforce Consortium was selected in the previous question, please specify the sub-area(s).

<input type="checkbox"/> Broomfield Sub-Area	<input type="checkbox"/> Rural Resort Sub-Area	<input type="checkbox"/> Upper Arkansas Sub-Area
<input type="checkbox"/> Eastern Sub-Area	<input type="checkbox"/> South Central Sub-Area	<input type="checkbox"/> Western Sub-Area
<input type="checkbox"/> Northwest Sub-Area	<input type="checkbox"/> Southeast Sub-Area	
<input type="checkbox"/> Pueblo Sub-Area	<input type="checkbox"/> Southwest Sub-Area	

Type of funding applicant intends to apply for:

Applicant intends to use AEFLA funding to provide Corrections Education and/or educational services to other institutionalized individuals:

I affirm that I am the named authorized representative from applicant organization, or that the named authorized representative is aware and has approved of the intent to apply for the grant opportunity.

Attachment B: General Education Provisions Act

The General Education Provisions Act (GEPA) is the law that contains general requirements applicable to most programs administered by the U.S. Department of Education. On October 20, 1994, the Improving America's Schools Act, Public Law 103-382, became law. The Act added a provision to the General Education Provisions Act (GEPA). Section 427 of GEPA (20 USC § 1228a - Equity for students, teachers, and other program beneficiaries) requires an applicant for assistance under U.S. Department of Education programs to develop and describe in the grant application the steps it proposes to take to ensure equitable access to, and equitable participation in, its proposed project for students, teachers, and other program beneficiaries with special needs. The purpose of Section 427 is to assist the Department in implementing its mission to ensure equal access to education and to promote educational excellence throughout the Nation, by—(1) ensuring equal opportunities to participate for all eligible students, teachers, and other program beneficiaries in any project or activity carried out under an applicable program; and (2) promoting the ability of such students, teachers, and beneficiaries to meet high standards. A restatement of compliance with civil rights requirements is not sufficient to meet the requirements in section 427 of GEPA.

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. **Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances.**

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out adult education and literacy activities serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in Braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Attachment C: Colorado AEFLA Performance Accountability Targets

Performance accountability measures are used to assess State and program effectiveness in achieving positive outcomes for learners. Based on past performance and continuous improvement requirements, the U.S. Department of Education's Office of Career, Technical, and Adult Education (OCTAE) negotiates with CDE/AEI annually to establish performance accountability targets.

According to Section 116 (b) (2) (A) (i) of the Workforce Innovation and Opportunity Act (WIOA), primary indicators of performance are the following for all participants¹:

1. Employment, Second Quarter after Exit
2. Employment, Fourth Quarter after Exit
3. Median Earnings, Second Quarter after Exit
4. Credential Attainment Rate
5. Measurable Skill Gains
6. Effectiveness in Serving Employers

For FY17 (July 1, 2016 – June 30, 2017) and FY18 (July 1, 2017 – June 30, 2018), all indicators except Measurable Skill Gains will be considered baseline indicators. Beginning July 1, 2016, all performance indicator data, including baseline indicator data, must be collected and reported annually to OCTAE. Baseline indicators will not be used for end-of-year performance calculations for the State.

Measurable Skill Gains is the only WIOA Title II performance indicator for which expected levels of performance were required to be negotiated for FY17 and FY18. The chart below shows Colorado's performance accountability targets for those years.

Colorado's Performance Accountability Targets for FY2016-17 and FY2017-18			
Measure	FY17 Target%	Measure	FY18 Target %
Measurable Skill Gains	34	Measurable Skill Gains	35
Employment, 2 nd Quarter after Exit	Baseline	Employment, 2 nd Quarter after Exit	Baseline
Employment, 4 th Quarter after Exit	Baseline	Employment, 4 th Quarter after Exit	Baseline
Median Earnings, 2 nd Quarter after Exit	Baseline	Median Earnings, 2 nd Quarter after Exit	Baseline
Credential Attainment Rate	Baseline	Credential Attainment Rate	Baseline
Effectiveness in Serving Employers	Baseline	Effectiveness in Serving Employers	Baseline

¹Follow-up measures apply to all participants served under AEFLA funding for each measure.

Attachment D: Annual Performance Report Information

The Annual Performance Report (APR) contained the following elements in FY16. Programs should plan to address similar elements for FY18; however, CDE/AEI may modify or delete elements, and/or add additional elements in subsequent years' APRs given requirements about WIOA implementation and performance accountability target creation. This narrative report is required IN ADDITION to program data collected, entered, and reported via the web-based LACES adult education reporting system.

Part I: Enrollment, Assessment, and Learner Outcomes

Download, print, and attach:

Table 4-Educational Gains and Attendance by EFL

Table 4B-Educational Gains and Attendance for Pre- and Post-tested Students by EFL

A. Table 4: Enrollment Narrative

If the program fell short of or exceeded its projected total enrollment by more than 5%, provide a narrative to explain the difference between anticipated and actual enrollment. Describe any efforts the program made toward reporting 100% of learners served.

B. Table 4: Level Completion Narrative

1. If the program did not meet or exceed the level completion target(s) for one or more Educational Functioning Levels shown on Table 4, provide a narrative explanation for each level at which the target was not met. Include whether the program reported a significant increase in the number of learners served at any of the levels at which the target was not met.

2. Describe the effectiveness of the program's instructional activities and support services based on level completions. What strategies were employed that contributed to meeting or exceeding level completion targets?

C. Table 4B: Assessment Narrative

Describe any challenges the program encountered in implementing the minimum required number of instructional hours between pre- and post-test. What strategies did the program implement to maximize the pre/post-test rate? What was the program's process for requesting and approving post-test exceptions?

Part II: Adult Education Personnel by Function and Job Status

A. Enter an unduplicated count of personnel by function and job status.

Function	Total Number of Part-time Personnel	Total Number of Full-Time Personnel	Unpaid Volunteers
(A)	(B)	(C)	(D)
Administrative/Supervisory/Ancillary Services			
Teachers			
Counselors			
Paraprofessionals*			
Teachers' Years of Experience in Adult Education			
Less than one year			

One to three years						
More than three years						
Teacher Certification						
No certification						
Adult Education Certification	CO	Other	CO	Other	CO	Other
K-12 Certification						
Special Ed Certification						
TESOL Certification						

B. If the program had any significant staffing changes during the program year, please briefly explain below. In the explanation, please note if there were any major budgetary implications and any impacts to the programming.

Part III: Teacher Observation

A. How many teachers received a formal observation of their instruction of adult learners? (A formal observation is scheduled in advance, includes a pre-observation conference between teacher and observer, the observation, and a post-observation conference.) Do not count or report brief, unannounced, walk-through observations.

	Received one formal observation in FY16	Received two (or more) formal observations in FY16
Number of teachers		

B. Provide the names and positions of individuals who conducted formal observations of teachers in FY16.

C. Describe the types of follow-up and support provided to teachers who were formally observed.

D. Describe how observations for the Adult Basic Education Authorization Portfolio are incorporated into the formal observation process.

Part IV: Professional Development

Describe the professional development that the program engaged in and how that was integrated into program practices. Also, describe the strategies employed so that all personnel participated.

Part V: Waiting List Report

Complete the table below. Estimates may be provided if exact figures are unavailable. If the program had no learners on a wait list, indicate with a "0"; do not leave the table blank.

A. Number of persons on waiting list for services or who were turned away because the program did not have the capacity to serve them during the FY16 program year	<div style="text-align: center;">_____</div> <div style="text-align: center;">Number on waiting list</div>
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B. Percentage (of number on waiting list) that was waiting for each of the services below: (percentages should total 100%)	
ABE	_____ %
ASE/HSE	_____ %
ESL or EL/Civics	_____ %
TOTAL:	100%

Part VI: Program Goals

Describe the goals the program created for WIA to WIOA transition planning and note progress made achieving those goals. Please be specific with regard to the anticipated outcome(s) determined in the 2015-2016 Continuation Application.

Part VII: Enhancing Partnerships

A. Explain the program's approach to enhancing partnerships in the local area. Describe specific steps the program took to identify and/or expand partnerships within the local area to better connect services to aid learners. Describe how these partnerships helped the program achieve the goals noted in Part VI above.

B. Describe the program's connection with one-stop providers in the local area and alignment of activities, especially with regard to career services. Describe how infrastructure costs have been supported through local agreements or processes. Include any examples of collaborative approaches taken to have partner services offered to learners.

Part VIII: Moving Towards Standards Based Instruction

Describe how the program adopted and delivered standards-based instruction. Include program modifications or enhancements implemented to ensure Managed Enrollment, Increased Intensity of Instruction, and Intentional Grouping of Learners.

Part IX: EL/Civics Narrative (If applicable)

If the program received EL/Civics funding, include a description of how civics content was integrated into English language instruction. Identify which classes were supported with EL/Civics funds, at which sites and at which levels. Describe 3-4 program highlights such as classroom projects addressing the U.S political system, economic system, and American history; civic participation activities conducted outside the classroom; the development and/or use of special curriculum units; and noteworthy accomplishments by learners that are attributable to their EL/Civics instruction. Note any partnerships that enabled the program to engage learners in a more meaningful way with regard to civics education and/or citizenship.

Part X: Supplemental Narrative (Optional)

Provide a brief narrative describing any new directions, significant events, or innovative initiatives undertaken by the program this year.

Attachment E: WIOA Definitions

From WIOA Section 203:

- (1) **ADULT EDUCATION.**—The term “adult education” means academic instruction and education services below the postsecondary level that increase an individual’s ability to—
- (A) read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;
 - (B) transition to postsecondary education and training; and
 - (C) obtain employment.
- (2) **ADULT EDUCATION AND LITERACY ACTIVITIES.**—The term “adult education and literacy activities” means programs, activities, and services that include adult education, literacy, workplace adult education and literacy activities, family literacy activities, English language acquisition activities, integrated English literacy and civics education, workforce preparation activities, or integrated education and training.
- (3) **ELIGIBLE AGENCY.**—The term “eligible agency” means the sole entity or agency in a State or an outlying area responsible for administering or supervising policy for adult education and literacy activities in the State or outlying area, respectively, consistent with the law of the State or outlying area, respectively.
- (4) **ELIGIBLE INDIVIDUAL.**—The term “eligible individual” means an individual—
- (A) who has attained 16 years of age;
 - (B) who is not enrolled or required to be enrolled in secondary school under State law; and
 - (C) who—
 - (i) is basic skills deficient;
 - (ii) does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
 - (iii) is an English language learner.
- (5) **ELIGIBLE PROVIDER.**—The term “eligible provider” means an organization that has demonstrated effectiveness in providing adult education and literacy activities that may include—
- (A) a local educational agency;
 - (B) a community-based organization or faith-based organization;
 - (C) a volunteer literacy organization;
 - (D) an institution of higher education;
 - (E) a public or private nonprofit agency;
 - (F) a library;
 - (G) a public housing authority;
 - (H) a nonprofit institution that is not described in any of subparagraphs (A) through (G) and has the ability to provide adult education and literacy activities to eligible individuals;
 - (I) a consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in any of subparagraphs (A) through (H); and
 - (J) a partnership between an employer and an entity described in any of subparagraphs (A) through (I).
- (6) **ENGLISH LANGUAGE ACQUISITION PROGRAM.**—The term “English language acquisition program” means a program of instruction—
- (A) designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and
 - (B) that leads to—
 - (i) attainment of a secondary school diploma or its recognized equivalent; and
 - (ii) transition to postsecondary education and training; or
 - (ii) employment.
- (7) **ENGLISH LANGUAGE LEARNER.**—The term “English language learner” when used with respect to an eligible individual, means an eligible individual who has limited ability in reading, writing, speaking, or comprehending the English language, and—
- (A) whose native language is a language other than English; or
 - (B) who lives in a family or community environment where a language other than English is the dominant language.

- (8) **ESSENTIAL COMPONENTS OF READING INSTRUCTION.**—The term “essential components of reading instruction” has the meaning given the term in section 1208 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6368).
- (9) **FAMILY LITERACY ACTIVITIES.**—The term “family literacy activities” means activities that are of sufficient intensity and quality, to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children’s learning needs, and that integrate all of the following activities:
- (A) Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency.
 - (B) Interactive literacy activities between parents or family members and their children.
 - (C) Training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children.
 - (D) An age-appropriate education to prepare children for success in school and life experiences.
- (10) **INSTITUTION OF HIGHER EDUCATION.**—The term “institution of higher education” has the meaning given the term in section 101 of the Higher Education Act of 1965 (20 U.S.C. 1001).
- (11) **INTEGRATED EDUCATION AND TRAINING.**—The term “integrated education and training” means a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.
- (12) **INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION.**—The term “integrated English literacy and civics education” means education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.
- (13) **LITERACY.**—The term “literacy” means an individual’s ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.
- (14) **POSTSECONDARY EDUCATIONAL INSTITUTION.**—The term “postsecondary educational institution” means—
- (A) an institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor’s degree;
 - (B) a tribally controlled college or university; or
 - (C) a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.
- (16) **WORKPLACE ADULT EDUCATION AND LITERACY ACTIVITIES.**—The term “workplace adult education and literacy activities” means adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.
- (17) **WORKFORCE PREPARATION ACTIVITIES.**—The term “workforce preparation activities” means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment.

From WIOA Section 3:

- (7) **CAREER PATHWAY.**—The term “career pathway” means a combination of rigorous and high-quality education, training, and other services that—
- (A) aligns with the skill needs of industries in the economy of the State or regional economy involved;
 - (B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an “apprenticeship”, except in section 171);
 - (C) includes counseling to support an individual in achieving the individual’s education and career goals
 - (D) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;

- (E) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
 - (F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and
 - (G) helps an individual enter or advance within a specific occupation or occupational cluster.
- (24) **INDIVIDUAL WITH A BARRIER TO EMPLOYMENT.**—The term “individual with a barrier to employment” means a member of 1 or more of the following populations:
- (A) Displaced homemakers.
 - (B) Low-income individuals.
 - (C) Indians, Alaska Natives, and Native Hawaiians, as such terms are defined in section 166.
 - (D) Individuals with disabilities, including youth who are individuals with disabilities.
 - (E) Older individuals.
 - (F) Ex-offenders.
 - (G) Homeless individuals (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6))), or homeless children and youths (as H. R. 803—10 defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))).
 - (H) Youth who are in or have aged out of the foster care system.
 - (I) Individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers.
 - (J) Eligible migrant and seasonal farmworkers, as defined in section 167(i).
 - (K) Individuals within 2 years of exhausting lifetime eligibility under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.).
 - (L) Single parents (including single pregnant women).
 - (M) Long-term unemployed individuals.
 - (N) Such other groups as the Governor involved determines to have barriers to employment.
- (34) **LOCAL EDUCATIONAL AGENCY.**—The term “local educational agency” has the meaning given the term in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).
- (42) **One-stop partner.**—The term “one-stop partner” means—
- (A) an entity described in section 121(b)(1); and
 - (B) an entity described in section 121(b)(2) that is participating, with the approval of the local board and chief elected official, in the operation of a one-stop delivery system.



WIOA Title II – Adult Education and Family Literacy – Local Plan Alignment Review

Tool for Local Workforce Development Boards

WIOA Sec. 107(d)(11)(B)(i) and 20 CFR 679.370 (n) requires Local Boards to coordinate activities with education and training providers in the local area, including:

- 1) Reviewing applications to provide adult education and literacy activities under title II for the local area, submitted to the eligible agency by eligible providers, to determine whether such applications are consistent with the local plan; and
- 2) Making recommendations to the eligible agency to promote alignment with such plan.

Local Workforce Development Area

- | | | | |
|----------------------------------|--|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> Adams | <input type="checkbox"/> Arapahoe/Douglas | <input type="checkbox"/> Boulder | <input type="checkbox"/> Denver |
| <input type="checkbox"/> Larimer | <input type="checkbox"/> Mesa | <input type="checkbox"/> Pikes Peak | <input type="checkbox"/> Tri-County |
| <input type="checkbox"/> Weld | <input type="checkbox"/> Colorado Rural Workforce Consortium | | |

WIOA Title II Applicant: {Name of Applicant}

Consistency with Local Plan

Complete the following statements with regard to the application of the program listed above.

1. With regard to alignment with regional needs identified in the local plan, the application...

2. With regard to alignment with strategies and goals identified in the local plan, the application...



3. With regard to proposed activities and services dedicated to individuals with barriers to employment in the community who were identified in the local plan as most in need of adult education and literacy activities, including those who have low levels of literacy skills or those who are English language learners, the application...

Recommendation(s) to Promote Alignment:

Alignment Review:

Rate the application on a scale of 1 to 10, with 10 representing full alignment and 1 representing a lack of alignment.

Lack of alignment											Full alignment
1	2	3	4	5	6	7	8	9	10		

Local Board Signature

Name/Title of Local Board Representative (printed)

Signature of Local Board Representative

Date