



COLORADO
Department of Education

Adult Education and Family Literacy Act (AEFLA)

**Workforce Innovation and Opportunity Act (WIOA) Title II
2017-2018 Fiscal Year**

Friday, December 16, 2016

This Webinar Will Cover:

- Overview section of the application (i.e., purpose of the grant, eligibility, minimum requirements, etc.);
- Submission and Review Processes;
- Required Elements of Proposals; and
- Guidance on Budget Considerations.



Introduction

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

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Purpose

- Funds **must** used to provide services for eligible individuals:
 - Who are 16 years of age;
 - Not currently enrolled/required in secondary school; and
 - Who:
 - Are basic skills deficient;
 - Do not have a secondary diploma or equivalent;
 - 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.

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Purpose of Adult Education and Literacy Program

- **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.
- **Eligible providers that receive grant under AEFLA will be designated as one-stop partners and are required to:**
 - Provide access through the one-stop system
 - Use a portion of the funds to maintain the one-stop delivery system
 - Enter into a local memorandum of understanding (MOU) with the local workforce development board
 - Participate in the operation of the one-stop system, adhering to all requirements of the MOU, WIOA Title II, and the requirements of the Federal laws.

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Purpose of Adult Education and Literacy Program (cont.)

- **Create local partnerships to provide adult education and literacy activities**
 - Assist adults with skills that are necessary for employment and self-sufficiency
 - Assist adults to become informed on opportunities for their family
 - Assist adults in attaining a secondary diploma or an equivalent
 - Assist immigrants and others in:
 - Improving skills
 - Acquiring an understand of the American system of Government, individual freedom, and citizenship
- **Provide programs for criminal offenders**
 - Adult education, special education, secondary school credit, integrated education and training, career pathways, concurrent enrollment, peer tutoring, transition to re-entry.

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Purpose of Integrated English Literacy and Civics Education

- Prepare adults who are English language learners for, and place them in, unsubsidized employment that lead to self-sufficiency
- Integrate with the local workforce system to carry out the activities of the program

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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 utilizing career pathways for transitioning to college and career
- Family-centered approaches and services
- Delivery of standards-based instruction
- Collaboration with providers utilizing a human-centered design approach

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Eligible Applicants

- Local education agency (LEAs);
- Community-based or faith-based organization;
- Volunteer literacy organization;
- Institution of higher education;
- Public or private non-profit agency*;
- Library;
- Public housing authority;
- Nonprofit institutions who have the ability to provide services;
- Consortium or coalition of the above;
- Partnership between an employer and an entity described above.

*Note: non-profits are required to attach proof of status and evidence of financial stability.

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Available 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.
- 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 - \$500,000+.
- Funding for years two and three are contingent upon meeting all grant and fiscal reporting requirements. Funds must be used to supplement and not supplant current 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.

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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	8.3%
Tri County	6.8%
Weld	6.0%
Colorado Rural Workforce Consortium	19.5%

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Local Workforce Development Area Distribution of Funds

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%

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Allowable Use of Funds

- **Applications from Providers must include services in the following categories:**

Must include:

- Adult education;
- Literacy;
- English language acquisition; and
- Workforce preparation.

May include:

- Workplace adult education and literacy;
- Family literacy services;
- Integrated English literacy and civics education; and/or
- Integrated education and training.

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Allowable Use of Funds (cont.)

- **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.

- **Funds shall not be used for:**

- 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 in the previous slide.

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Program Standards and Policies

CDE/AEI has implemented standards-based instruction initiative, focusing on College and Career Readiness Standards.

Upon award, grantees will be required to comply with all state policies and requirements.

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 February 2017. Upon the decision from the U.S. Department of Education, AEI will notify grantee of options.

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Assessment Update

- US Department of Education has updated the Federal Register to extend the expiration of federally approved learner assessments to February 2019
- AEI will communicate assessments to be used in Colorado for 2017-18 upon federal approval of the state Assessment Policy

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Review Process and Timeline

- Applications will be reviewed by CDE staff and peer reviewers
- Applications will also be reviewed by the appropriate Local Workforce Development Board (see Attachment F of the RFP)
- **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

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Review Process and Timeline (Cont.)

- 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.
- 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 will be notified of final award status no later than Monday, May 1, 2017.

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Duration of Grant

- Grants will be awarded for a three-year period, beginning in the 2017-18 school 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 prior to CDE approval of the grantee's budget.

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Evaluation and Reporting

- Funded programs will be monitored for compliance and quality throughout the grant period.
- Programs are required to submit Annual Performance and Financial Reports.
- Grant Recipients are required to use the State-administered LACES reporting system. Minimum requirements needed are:
 - 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.

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Additional Technical Assistance

- **Tuesday, January 10, 2017 (2:00 – 4:00 pm)**
 - Mini Grant Writing Webinar

- **Friday, January 13, 2017 (9:00 – 11:00 am)**
 - Integrated Education and Training Webinar

- **Links to participate in webinars will be posted on www.cde.state.co.us/cdeadult/prospectivgrantees**

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Submission and Review Process

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Intent to Apply and Q&A Service

- **Letter of Intent:** If interested in applying for this funding opportunity, please submit the Letter of Intent by **Friday, January 6, 2017**, by 11:59 pm at: <https://www.surveymonkey.com/r/aeffa1718>.
 - This allows CDE to plan for the review process and communicate with prospective applicants should a need arise.
- **Q&A:** 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>.

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Application Submission

- 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.
- Note: 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.

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Required Elements

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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.

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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 (scored)

- Executive Summary
- Section A: Collaboration Within 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 and evidence of financial stability must be attached.

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Executive Summary

Executive Summary	Not Addressed or Met No Criteria <small>(information not provided)</small>	Met One or More Criteria <small>(requires additional clarification)</small>	Met All Criteria <small>(concise and thoroughly developed, high quality responses)</small>
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


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Executive Summary: Notes

Application should demonstrate:


- A brief but clear and informative overview;
- Applicant is clear on the purpose of AEFLA;
- Applicant has the support of its organization; and
- Applicant has an integral role in the organization.



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Section A: Collaboration Within Colorado Talent Development System

Section A: Collaboration Within Colorado Talent Development System	Not Addressed or Met No Criteria <small>(Information not provided)</small>	Met One or More Criteria <small>(Requires additional verification)</small>	Met All Criteria <small>(Evidence and thorough development, High quality responses)</small>
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:			<small>Please award between 0-2 points for each box below for this section</small>
<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



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Section A: Notes

Response should demonstrate:

- Design of research-based program that will allow instruction to support career pathways that lead to family-sustaining wages; and
- Alignment with Local Workforce Development Area plan within the Colorado Talent Development System in the proposal, including but not limited to connection with local school district(s), postsecondary education and training, vocational rehabilitation, workforce centers, and human services programs.

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Section B: Educational Capacity

Section B: Educational Capacity			
	Did not Attach/Additional Information Needed	Attached and Fully Described	
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. 	0	5	
	Not Addressed or Met No Criteria (information not provided)	Met One or More Criteria (requires additional clarification)	Met All Criteria (concise and thoroughly developed, high quality response)
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

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Section B: Educational Capacity

Section B: Educational Capacity	Not Addressed or Met No Criteria <small>(information not provided)</small>	Met One or More Criteria <small>(requires additional clarification)</small>	Met All Criteria <small>(concise and thorough development, high quality response)</small>
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
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 section /2
Total			/42

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Section B: Notes

Response should demonstrate:

- Appropriate intensity of instruction to meet student outcomes for adult education and literacy and workforce preparation and workforce training;
- Plan to ensure instructional support by highly qualified staff including integration of research-based professional development into sustained program practices; and
- Incorporation of technology and/or distance learning to increase amount and quality of learning in alignment with WIOA objectives.

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Section C: Educational Quality

Section C: Educational Quality	Not Addressed or Met No Criteria (Information not provided)	Met One or More Criteria (Requires additional clarification)	Met All Criteria (Concise and thoroughly developed, high quality response)
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
(NOTE: Access to distance learning may be through program offerings or alignment to services offered by a partner agency.)			
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 section /2 Total

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Section C: Notes

Response should demonstrate:

- Evidence of prior success in delivering programming to adult learners, including ability to meet WIOA Sec. 116 performance accountability outcomes, and should describe how standards will be used to achieve learner outcomes;
- Plans for ensuring the accurate collection and reporting of program data and how it will be used for continuous quality improvement should be explained; and
- Applications should show how technology will be used to improve program delivery and performance.

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Section D: Population Served and Service Strategy

Section D: Population Served and Service Strategy	Not Addressed or Met No Criteria <small>(information not provided)</small>	Met One or More Criteria <small>(requires additional clarification)</small>	Met All Criteria <small>(concise and thoroughly developed, high quality response)</small>
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

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Section D: Population Served and Service Strategy

Section D: Population Served and Service Strategy	Not Addressed or Met No Criteria <small>(information not provided)</small>	Met One or More Criteria <small>(requires additional clarification)</small>	Met All Criteria <small>(concise and thoroughly developed, high quality response)</small>
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
Priority points: up to 4 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. 			/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

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Section D: Notes

Response should demonstrate:

- Need for additional English language acquisition programs in service area;
- Clear understanding of support services necessary for learners to be successful in the program; and
- Steps to ensure equitable access to and participation in the applicant’s program aligns with guidance provided in Attachment B.

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Section E: Adequacy of Resources/Budget

Section E: Adequacy of Resources/Budget	Not Addressed or Met No Criteria <small>(information not provided)</small>	Met One or More Criteria <small>(requires additional clarification)</small>	Met All Criteria <small>(concise and thoroughly developed, high quality response)</small>
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

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Section E: Notes

Response should demonstrate:

- Costs that are reasonable and necessary; and
- Every budget line item accounted for in the budget narrative.

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Section F: Local Workforce Development Board Review

Section F: Local Workforce Development Board Review	
<i>(No Response From Applicant Required)</i>	
<p>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.</p> <p>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.</p>	
Local Workforce Development Board Comments:	
Total	/10

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Section G: Integrated English Literacy and Civics Education Program			
Section G: Integrated English Literacy and Civics Education Program	Not Addressed or Met No Criteria (information not provided)	Met One or More Criteria (requires additional clarification)	Met All Criteria (concise and thoroughly developed, high quality response)
<small>If the applicant is applying for an Integrated English Literacy and Civics Education Program (WIOA Sec. 243(a)) grant, complete this section in addition to all other sections of the AEFLA application.</small>			
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
<small>Priority points: up to 2 additional points may be awarded for meeting the following criteria when assessing this section as a whole:</small>			
<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. 			<small>Please award between 0-2 points for this section.</small> /2
Total			/42

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Section G: Notes
<p>Response should demonstrate:</p> <ul style="list-style-type: none"> • English literacy and civics education instruction offered in combination with integrated education and training activities; • Need for additional English language acquisition programs in service area; and • Clear and detailed description of curriculum for literacy, English language acquisition, and instruction on the rights and responsibilities of citizenship and civic participation.

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Questions?

- **For program questions, contact:**

- Tricia Johnson, Ed.D., Director of Adult Education
(303) 866-6640 | Johnson_T@cde.state.co.us

- **For fiscal/budget questions, contact:**

- Marti Rodriguez, Office of Grants Fiscal
(303) 866-6769 | Rodriguez_M@cde.state.co.us

- **For application-specific questions, contact:**

- Kim Burnham, Office of Competitive Grants and Awards
(303) 866-6916 | Burnham_K@cde.state.co.us

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