



COLORADO DEPARTMENT *of* EDUCATION

# REQUEST FOR APPLICATIONS

**Proposals Due:** Tuesday, March 4, 2014 by 4:00 p.m.

**Grant Information Webinar:** Wednesday, February 5, 2014, at  
11:00 a.m. – 12:00 p.m. and 3:00 – 4:00 p.m.

**Letter of Intent Due:** Friday, February 7, 2014 by 4:00 p.m.

## FISCAL YEAR 2014-15

### ADULT EDUCATION AND FAMILY LITERACY ACT

### WORKFORCE INVESTMENT ACT (WIA) TITLE II

#### BASIC EDUCATIONAL SERVICES TO ADULTS

ADULT BASIC EDUCATION (ABE), ADULT SECONDARY EDUCATION (ASE), ENGLISH AS A SECOND LANGUAGE (ESL)

**For program questions contact:**

Debra Fawcett (fawcett\_d@cde.state.co.us or 303-866-6914 or 303-866-6884)

**For fiscal/budget questions contact:**

Ron Mosness (mosness\_r@cde.state.co.us or 303-866-6905) or  
Marti Rodriguez (rodriguez\_m@cde.state.co.us or 303-866-6769)

**For RFP specific questions contact:**

Kim Burnham (burnham\_k@cde.state.co.us or 303-866-6916)

**Adult Education and Family Literacy Act (AEFLA) Grant Program  
REQUEST FOR APPLICATIONS**

*Proposals Due: Tuesday, March 4, 2014*

<p><b>Purpose (F)</b></p>	<p><i>Elements in this section are noted as Federal (F) requirements or State (S) requirements</i></p> <p><b>The purpose of the AEFLA grant program is to:</b></p> <ul style="list-style-type: none"> <li>• Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency</li> <li>• Assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children</li> <li>• Assist adults in the completion of a secondary school education or its equivalent.</li> </ul> <p>Funds must be used to provide <b>educational services below the postsecondary level</b> to those members of the community who:</p> <ul style="list-style-type: none"> <li>• Are at least <b>16 years old</b>; and</li> <li>• Are <b>not enrolled or required to be enrolled in secondary school</b> under State law; and</li> <li>• Lack sufficient mastery of basic educational skills to function effectively in society, <b>or</b> do not have a secondary school diploma or its equivalent, <b>or</b> are unable to speak, read, or write the English language.</li> </ul>
<p><b>Services (F)</b></p>	<p>The Colorado Department of Education (CDE) is soliciting applications from eligible providers to <b>develop, implement and improve adult education and literacy activities in Colorado</b> by establishing or operating programs that provide services or instruction in one or more of the following categories:</p> <ol style="list-style-type: none"> <li>(1) Adult education and literacy services, including workplace literacy services;</li> <li>(2) Family literacy services; and/or</li> <li>(3) English literacy (English as a Second Language) programs.</li> </ol>
<p><b>Priorities (S)</b></p>	<p>CDE/AEFL is seeking applications that focus on adult education services that prepare ABE, ASE, and ESL learners at all levels for success in <b>postsecondary education and work</b> through:</p> <ul style="list-style-type: none"> <li>• Program and instructional strategies that prepare and support adult learners transitioning to <u>college</u> and <u>career</u>; and</li> <li>• Organizational strategies that position programs to adopt and deliver <u>standards-based instruction</u>.</li> </ul> <p>We are particularly interested in applications that demonstrate the ability to meet these priorities.</p>

<p><b>Eligible Applicants (F)</b></p>	<p><b>Eligible applicants include:</b></p> <ul style="list-style-type: none"> <li>• Local education agencies (LEAs);</li> <li>• Community based organizations of demonstrated effectiveness;</li> <li>• Volunteer literacy organizations of demonstrated effectiveness;</li> <li>• Institutions of higher education;</li> <li>• Public or private non-profit agencies;</li> <li>• Libraries;</li> <li>• Public housing authorities;</li> <li>• Non-profit institutions not described above and having the ability to provide literacy services to adults and families; and</li> <li>• Consortia of the agencies, organizations, institutions, libraries, or authorities describe above.</li> </ul> <p>NOTE:</p> <ul style="list-style-type: none"> <li>• Programs that are funded for the FY2014-FY2015 grant cycle are <b>not</b> eligible to apply for funds in this grant cycle (FY2015-FY2016).</li> <li>• This competition is for AEFLA funds only. EL/Civics grants will be continued for one year via a separate process.</li> </ul>
<p><b>Program Standards (S)</b></p>	<p>The Standards of Program Quality for Adult Education Programs in Colorado (Standards of Quality) provide the <b>framework for scope and content of adult education services and activities</b>, and are the foundation for program evaluation and improvement in AEFLA-funded programs administered by the Colorado Department of Education. The Standards of Quality are incorporated into the AEFLA grant application, serving as benchmarks within the scoring rubrics for each of the required elements.</p>
<p><b>Available Funds (F)</b></p>	<p>Approximately \$4.7 million in AEFLA funds will be available for distribution to successful applicants. CDE expects to award <i>approximately</i> 25-30 grants ranging from <i>approximately</i> \$20,000 to \$500,000+.</p> <p>Funds for this program must be used to <b>supplement (increase the level of services) and not supplant (replace) funds</b> 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.</p> <p><b>Note: Grantees must provide forty percent of overall program costs in non-federal matching funds (cash and/or in-kind).</b></p>

<p><b>Review Process (F/S)</b></p>	<p>Applications will be evaluated by a review panel. The review panel will be comprised of both CDE and non-CDE individuals with expertise in areas related to adult education and family literacy. Representation from state and local agencies serving similar populations and from all regions of the state will be solicited.</p> <p>Each application will be evaluated solely on the criteria identified in this application. 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 <u>not precluded</u> and <u>may apply</u> for funding in the current competition. Once all of the applications have been evaluated, the review panel will submit to CDE its recommendations. <b>Final funding decisions will be made by CDE.</b></p> <p><b>Note:</b> This is a competitive process. All applications will be evaluated and scored by a panel of readers. There is no guarantee that submitting a proposal will result in funding or funding at the requested level. Applicants that are not recommended for funding will be notified and may reapply in future grant competitions. 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. (<i>34 CFR Subtitle A76.401 Disapproval of an application—opportunity for a hearing</i>)</p> <p><b>Applicants will be notified of award status no later than Thursday, April 17, 2014.</b></p>
<p><b>Duration of Grant (F)</b></p>	<p>Successful applicants will be awarded <b>two-year grants</b>. The second year of funding will be contingent on appropriation of federal funds. Subsequent years' funding may be extended to qualified* grantees annually, depending on reauthorization or continuation of WIA and contingent on availability of funds through federal appropriations.</p> <p>*Meets all conditions of funding and in compliance with federal and state policies. (S)</p>
<p><b>Evaluation and Reporting (F/S)</b></p>	<p>Funded programs are <b>monitored for compliance and quality</b> throughout the grant period. (F)</p> <p>Programs are <b>required to submit</b> Annual Performance Reports and Annual Expenditure Reports. (S) For more information on the Annual Performance Report, see Attachment E or visit: <a href="http://www.cde.state.co.us/cdeadult/APR.htm">http://www.cde.state.co.us/cdeadult/APR.htm</a>.</p>
<p><b>Award Process and Start Date (S)</b></p>	<p>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.</p>

<p><b>Technical Assistance (S)</b></p>	<p>An informational webinar on the grant competition will be held twice on Wednesday, February 5, 2014 at 11:00 a.m. and repeated at 3:00 p.m. To register for this technical assistance opportunity, e-mail <a href="mailto:CompetitiveGrants@cde.state.co.us">CompetitiveGrants@cde.state.co.us</a>.</p> <p>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.</p> <p>CDE/AEFL will make <b>new program technical assistance</b> 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.</p>
<p><b>Letter of Intent to Apply (S)</b></p>	<p>Notify CDE of your interest in applying for this grant by completing the Letter of Intent (Attachment A) and submitting it by February 7, 2014 to <a href="mailto:CompetitiveGrants@cde.state.co.us">CompetitiveGrants@cde.state.co.us</a>.</p>

**Submission Process and Deadline**

*All elements in this section are State requirements.*

The **original plus 4 hard copies (5 copies total) of the application and budget** must be received at CDE by Tuesday, March 4, 2014 at 4:00 pm. In addition to the 5 hard copies, **an electronic copy of the proposal and budget must be submitted to: [CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us)**. The electronic version should include all required components of the proposal as one document. Please attach the budget workbook as a separate document. Faxes will not be accepted. Incomplete or late proposals will not be considered.

Proposals are due **by 4 p.m.** on Tuesday, March 4, 2014 to:

**Camila Zardo**  
**Colorado Department of Education | Competitive Grants and Awards**  
**1560 Broadway, Suite 1450 | Denver, CO 80202**

**AND**

Submit an electronic copy of the narrative and budget to:  
**[CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us)**

**Required Elements**

The format outlined below **must be followed** in order to assure consistent application of the evaluation criteria.

- Part I: Proposal Introduction**
- Cover Page
  - Assurances Form
  - Table of Contents

## **Part II: Narrative**

- Executive Summary
- Section A: Needs Assessment
- Section B: Past Effectiveness
- Section C: Program Director & Key Staff
- Section D: Community Partnerships
- Section E: Curriculum & Instructional Practices
- Section F: Intensity and Duration
- Section G: Instructional Staff Qualifications
- Section H: Professional Development
- Section I: Data Collection
- Section J: Budget Narrative

### **Application Format**

- The application narrative cannot exceed 16 pages, excluding Part I and required attachments.
- All pages must be numbered, on standard letter size (8-1/2" x 11"), single-spaced, and in 12-point font.
- The signature page must include original signatures of the lead organization/fiscal agent.
- Successful applicants will be required to submit disclosure and assurance forms with original signatures.
- Staple the pages of the original and each copy of the application. Please do not use paperclips, rubber bands, binders or report covers.

### **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 geographic 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/AEFL. 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.

## Budget Instructions and Budget Form

*The elements in this section are State requirements unless marked as Federal (F) requirements.*

Complete the budget and budget narrative at: <http://www.cde.state.co.us/cdeadult/RFP15.htm>.

When the applications have been reviewed, final grant amounts will be determined and a more detailed budget may be required. The final budget will align with the application review comments and the proposed budget. No grant funds can be obligated or spent until a final budget has been received and approved by CDE. Examples of the types of expenses that may be included in each object category are listed below for guidance only. Your budget narrative should provide enough detail so that the appropriate object category can be confirmed.

**(100) Salaries** - Amounts paid for personal services for both permanent and temporary employees, including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the school district/agency/organization (agency).

**(200) Employee Benefits** - Amounts paid on behalf of employees; generally those amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, are nevertheless part of the cost of personal services. Workers' compensation premiums should not be charged here, but rather to object (0500 other purchased services).

**(300) Purchased Professional and Technical Services** – Services which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of consultants, teachers, etc.

**(500) Other Purchased Services** – Amounts paid for services rendered by organizations or personnel not on the payroll of the agency (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

**(600) Supplies** – Amounts paid for items that are consumed, worn out, or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances. Items that do not contribute to an agency's fixed assets, as evaluated by the organization's fixed assets policy, may be coded as supply items, or may be coded as Non-Capital Equipment. Items that contribute to an agency's fixed assets must be coded as equipment. All computers must be entered as equipment. Include all supplies, books and periodicals, and electronic media materials here.

### Administrative Costs

There is a five percent limit on **administrative costs**. Allowable costs for administration are those non-instructional costs that are considered necessary and reasonable for planning, administration, evaluation, personnel development, and coordination. The grantee may **negotiate** with the State to determine an **adequate** level of funds for non-instructional purposes if it can be shown that the five percent limit is **too**

**restrictive** to allow for adequate planning and administration. Administrative costs are cost objectives in the budget. (F)

### **Allowable Costs**

All expenditures must be necessary, reasonable, and allocable to the grant program following federal Office of Management and Budget (OMB) Cost Principles. (F)

### **DUNS number**

Per 2CFR Chapter I Part 25 and the Office of Management and Budget guidance on FFATA Sub-award and Executive Compensation Reporting issued on August 27, 2010, sub-awards can only be made to entities with DUNS numbers. To be eligible for award, entities must register for and/or provide their DUNS number to the Colorado Department of Education as part of their application. Entities may register or request their current DUNS number by visiting <http://fedgov.dnb.com/webform> or by calling 866-705-5711. (F)

### **Equipment**

Equipment purchases must be pre-approved by CDE Grants Fiscal Management and CDE Office of Adult Education and Family Literacy.

### **Inventory**

Programs must maintain an up-to-date inventory of equipment. (F)

### **Program Income**

Program income is defined as gross income received by the grantee or subgrantee directly generated by a grant supported activity, or earned only as a result of the grant agreement during the grant period. Funds so earned must be added to the grant and used for the purposes and under the conditions of the grant agreement, and must be reported as expenditures to CDE/AEFL.

Local providers charging tuition and/or fees must budget for and use this program income exclusively for allowable costs to the AEFLA program--expanding available resources for adult education, workplace literacy, English language acquisition and adult secondary education. Tuition and fees must be necessary and reasonable and not impose a barrier to the participation of disadvantaged persons. Tuition and fees collected from learners do NOT count toward the required 40% match. (F)

### **Required Match**

A forty percent non-federal match is required. Match can be in the form of matching funds, in-kind contributions, or a combination of both. Basic criteria for acceptable matching include:

- Verifiable;
- Not included as contributions for any other federally assisted project or program;
- Necessary and reasonable for proper and efficient accomplishment of project or program objectives;
- Allowed under the applicable cost principles;
- Not paid by the Federal Government under another award; and
- In-kind contributions must be fairly valued and the method of valuation documented. (F)

## **Required Signatures**

If grant is approved, funding will not be awarded until all signatures are in place. Applicants should attempt to obtain all signatures before submitting the application.

## **SAM**

All agencies that are awarded funds must maintain active status on the System for Award Management (SAM). This status is verified as part of the Federal Funding Accountability and Transparency Act.

## **Training and Professional Development**

Programs are **required** to participate in CDE-sponsored Regional Assessment Training, Annual Program Directors' Training, and if applicable, New Directors' Training and Support. Costs for these activities must be addressed within the program's budget: as budget line items, match line items, program income line items, or explained as budget notes.

Programs are subject to CDE/AEFL's **Authorization in Adult Basic Education (ABEA)** policy: educators in adult education programs that receive AEFLA and/or EL/Civics funding from the CDE Office of Adult Education and Family Literacy are required to obtain the ABEA.

1. All paid instructors who work with AEFLA-reported learners must be authorized within three years of their date of hire.
2. Those employed on or before July 1, 2012 who have never received PD Support for authorization courses must obtain the ABE Authorization by June 30, 2015.
3. An ABE Authorization Plan of Action with progress updates must be on file at the program for ALL paid instructors who do not have the authorization.
4. There must always be at least one authorized paid instructor who works with AEFLA-reported learners employed at the program.
  - a. A minimum of 50 percent of paid instructors who work 15 or more hours per week must be authorized
  - b. A minimum of 25 percent of paid instructors who work fewer than 15 hours per week must be authorized
  - c. If the program employs only one instructor who works 15 hours or more per week and one instructor who works fewer than 15 hours per week, both instructors must be authorized.

**Programs may charge the costs of qualified staff persons' tuition and fees for the required coursework to the AEFLA grant if necessary to obtain or maintain compliance with ABEA policy. These costs must be identified within the program's budget.**

**Adult Education and Family Literacy Act (AEFLA) Grant Program  
2014– 2015**

**PART I: COVER PAGE** *(Complete and attach as the first page of proposal)*

<b>1. Program Name:</b>		<b>DUNS #:</b>	
Mailing Address:			
Telephone:		E-mail:	
Web Site Address (URL):		County:	
<b>2. Name of Fiscal Agent's Authorized Representative:</b>			
Mailing Address:			
Telephone:		E-mail:	
<b>Signature:</b>			
<b>3. Program Coordinator/Contact Person:</b> <i>(Must be employed by the applicant.)</i>			
Mailing Address:			
Telephone:		E-mail:	
<b>Signature:</b>			
<b>4. Program Fiscal Manager:</b> <i>(Different than Program Coordinator)</i>			
Telephone:		E-mail:	
<b>Signature:</b>			
<b>5. Type of Organization</b> <i>(Select the type of agency that describes the applicant organization)</i>			
<input type="checkbox"/>	Local Education Agency (LEA)	<input type="checkbox"/>	Volunteer Literacy Organization
<input type="checkbox"/>	Community Based Organization	<input type="checkbox"/>	Institution of Higher Education
<input type="checkbox"/>	Public or Private Nonprofit Agency	<input type="checkbox"/>	Library
<input type="checkbox"/>		<input type="checkbox"/>	Public Housing Authority
<input type="checkbox"/>		<input type="checkbox"/>	Consortium of Eligible Organizations
<b>6. Applicant Organization intends to use AEFLA funding to provide Corrections Education and/or educational services to other institutionalized individuals</b> <i>(mark one)</i> <input type="checkbox"/> Yes (Complete #8 below.) <input type="checkbox"/> No (#8 is N/A)			
<b>7. Projected numbers of learners to be served:</b> <i>(must match numbers provided in Section I-b Executive Summary)</i>			
a. ABE (levels 0-8)	b. ASE (levels 9-12)	c. ESL	<b>d. Total a-c</b>
<b>8. Corrections</b> <i>(Enter the number of AEFLA learners to be served in correctional settings; this is a sub-set, not additional learners)</i> Corrections:			
<b>9. Amount Requested for FY2014-15:</b> \$ _____ <i>for the period July 1, 2014-June 30, 2015.</i>			

**Part IA: Assurances Form** *(Complete and attach to cover page)*

**2014-15 Adult Education and Family Literacy Act (AEFLA) Grant Program**

*The Board President and Fiscal Agent’s Authorized Representative must sign below to indicate their approval of the contents of the application, and the receipt of program funds.*

On \_\_\_\_\_ 2014, the Board of \_\_\_\_\_  
(Date) (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 complete and submit an Annual Performance Report by the published due date in both electronic and paper formats.
2. The applicant will comply with all state policies and requirements including but not limited to adult educator certification, professional development, participation in state wide initiatives, learner assessment, data collection and reporting, special learning needs, and standards of quality.
3. The applicant will participate in CDE/AEFL’s New Program Directors’ Support provided by CDE/AEFL if deemed necessary by CDE/AEFL.
4. The applicant will ensure that the Program Director has adequate time and resources to meet the expectations and fulfill the responsibilities of the management of the AEFLA grant-funded program.
5. The applicant will place high priority on evidence-based effective practices aimed at meeting or exceeding the annual AEFLA performance targets (see Attachment D) for Colorado established by the Colorado Department of Education and the U.S. Department of Education, Office of Vocational and Adult Education.
6. The applicant will participate in program evaluation including but not limited to onsite reviews, data reviews, and desk monitoring processes annually.
7. The grantee will retain sole responsibility for the project even though subcontractors may be used to perform certain services.

\_\_\_\_\_  
Name of Board President Signature of Board President

\_\_\_\_\_  
Name of **Fiscal Agent’s** Authorized Representative Signature of **Fiscal Agent’s** Authorized Representative

*\*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 Act (AEFLA) Grant Program Evaluation Rubric

**Applicant:** \_\_\_\_\_

<b>Part I:</b>	<b>Cover Page, Assurances Form, and Contents</b>	No Points
<b>Part II:</b>	<b>Narrative</b>	<b>275</b>
	<b>Executive Summary</b>	/10
	Section A: <b>Needs Assessment</b>	/32
	Section B: <b>Past Effectiveness</b>	/28
	Section C: <b>Program Director &amp; Key Staff</b>	/20
	Section D: <b>Community Partnerships</b>	/30
	Section E: <b>Curriculum &amp; Instructional Practices</b>	/42
	Section F: <b>Intensity and Duration</b>	/34
	Section G: <b>Instructional Staff Qualifications</b>	/14
	Section H: <b>Professional Development</b>	/25
	Section I: <b>Data Collection</b>	/20
	Section J: <b>Budget and Budget Narrative</b>	/20

**Application Total:        /275**

**GENERAL COMMENTS:** *Indicate the overall strengths and weaknesses of the application. These comments are subsequently provided to applicants to aid them in understanding their results.*

<b>Strengths:</b>	
<b>Weaknesses:</b>	
<b>Recommendation:</b>	<input type="checkbox"/> <b>Consider for Funding</b> <input type="checkbox"/> <b>Consider w/modification(s) and CDE approval</b>

# Request for Application Selection Criteria & Evaluation Rubric

## **Part I: Cover Page, Assurances Form, and Contents**

**No Points**

*This section is a State requirement.*

### **I-a Cover Page and Assurances Form**

Complete the Cover Page and the Assurances Form and attach them as the first two pages of the proposal.

### **I-b Table of Contents**

Place a table of contents after the Cover Page and Assurances Form.

## **Part II: Narrative**

**275 Points**

The following criteria, based on the twelve factors that states are required by federal statute to consider when awarding AEFLA funds, will be used by reviewers to evaluate the application as a whole. Elements that are state-imposed are indicated by a "(S)".

<b>Executive Summary</b>	<b>Inadequate (information not provided)</b>	<b>Minimal (requires additional clarification)</b>	<b>Adequate (clear and fairly complete)</b>	<b>Excellent (concise and thoroughly developed)</b>
<b>Application should demonstrate:</b>				
<ul style="list-style-type: none"> <li>• A brief but clear and informative overview;</li> <li>• Applicant is clear on the purpose of AEFLA;</li> <li>• Applicant has the support of its organization; and</li> <li>• Applicant has an integral role in the organization.</li> </ul>				
Provide a brief description of the proposed project. Specifically mention Family Literacy, Workplace Education, and/or Correctional Education if proposing to provide any of these services. Include the applicant's mission statement. If applicant's proposed program is part of a larger organization, explain how its work fits into the larger organization's mission and vision. (S)	0	4	7	10
<b>Reviewer Comments:</b>				
<b><i>Suggested Page Limit: no more than 1 page</i></b>			<b>TOTAL POINTS</b>	<b>/10</b>

Section A: Needs Assessment	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and fairly complete)	Excellent (concise and thoroughly developed)
<p><b>Application should demonstrate:</b></p> <ul style="list-style-type: none"> <li>• Need for additional programs in the service area and evidence that the proposed project is focused on those with greatest needs;</li> <li>• Clear connections between needs of the population, recruitment efforts, and services to be offered;</li> <li>• Strong justification through supportive quantitative and qualitative data</li> <li>• Steps to ensure equitable access to and participation in the applicant’s program <b>aligns with guidance provided in Attachment C.</b></li> </ul>				
<p>1) Identify and describe the area to be served (e.g., county/ies, school district/s) and if applicable the specific geographic or institutional area(s) within the area to be served (e.g., municipalities, communities, housing projects, corrections facilities). Map/s may be included to illustrate the proposed service area(s), but the written description must be complete and comprehensive.</p>	0	1	2	3
<p>2) Relate current demographic information to the educational needs of the target population(s). <b>Address populations in the service area who are most in need of literacy services, including individuals who are low-income and/or have minimal literacy skills.</b> Include such factors as limited English proficiency (LEP) population; unemployment; population on public assistance and at or below poverty level; graduation/dropout rate in area(s) and among populations to be served; ethnic and language background of population in service area. Identify the sources of data used.</p>	0	4	7	10
<p>3) Identify the other adult education service providers in your proposed service area. Explain how it was determined that there is a need for additional English literacy (ESL), Adult Basic Education, and/or Adult Secondary Education program(s) in the service area.</p>	0	2	4	6
<p>4) Describe how the specified target populations will be recruited.</p>	0	4	7	10
<p>5) Briefly describe the steps your program will take to ensure equitable access to, and participation in, your program. How will your program 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. The description 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. <b>This information is required by General Education Provisions Act (GEPA) Section 427. REFER TO ATTACHMENT C FOR GUIDANCE.</b></p>	0	3		

<b>Reviewer Comments:</b>	
<b><i>Suggested Page Limit: 2 pages</i></b>	<b>TOTAL POINTS</b> /32

<b>Section B: Past Effectiveness</b>	<b>Inadequate (information not provided)</b>	<b>Minimal (requires additional clarification)</b>	<b>Adequate (clear and fairly complete)</b>	<b>Excellent (concise and thoroughly developed)</b>
<p><b>Describe the program’s effectiveness over the most recent available past three years in the following four areas.</b> Note: “Comment on” means: describe how improvement plans were implemented for levels/areas in which performance was below target. <b>First-time applicants should describe their ability to provide services leading to successful outcomes in the four areas.</b></p>				
<p><b>Application should demonstrate:</b></p> <ul style="list-style-type: none"> <li>• Information and supportive quantitative data on learning gains;</li> <li>• Information and supportive quantitative data on successful transitions; and</li> <li>• Evidence that program has experience in working with learners at the lowest levels of literacy.</li> </ul>				
<p>1) Learners’ improved literacy skills.            -Past AEFLA grantees should include <u>and comment on</u> program data reported in <b>NRS Tables 4 and 4B</b>            -Other applicants should provide and comment on 3 years of performance data related to educational gains (<b>See Attachment B for an example.</b>)            -First-time applicants should describe their ability to meet educational performance goals.</p>	0	3	5	7
<p>2) Learners’ attainment of high school or GED diploma and/or transitioning ELLs to academic instruction.            -Past AEFLA grantees should include <u>and comment on</u> program data for attainment of high school or GED diploma (reported on NRS Table 5) and/or performance data for transitioning ELLs to academic instruction            -Other applicants should provide <u>and comment on</u> 3 years of performance data related to attainment of high school or GED diploma and/or transitioning ELLs to academic instruction            -First-time applicants should describe their ability to meet GED/HS diploma and/or ELL transition goals.</p>	0	3	5	7

<p>3) Learners' attainment of employment and/or improved employment.          -Past AEFLA grantees should include <u>and comment on</u> program data for learners' attainment of employment and/or improved employment          -Other applicants should provide <u>and comment on</u> 3 years of performance data related to learners' attainment of employment and/or improved employment (reported on NRS Table 5)          -First-time applicants should describe their ability to meet employment-related goals.</p>	0	3	5	7
<p>4) Learners' entry into post-secondary education or training.          -Past AEFLA grantees should include <u>and comment on</u> learner's entry into post-secondary education or training (reported on NRS Table 5)          -Other applicants should provide <u>and comment on</u> data related to learners' entry into post-secondary education or training          -First-time applicants should describe their ability to meet post-secondary education or training goals.</p>	0	3	5	7
<p><b>Reviewer Comments:</b></p>				
<p><b>Suggested Page Limit: 1 page</b></p>				<p><b>TOTAL POINTS</b> /28</p>

<p><b>Section C: Program Director and Key Staff</b></p>	<p><b>Inadequate (information not provided)</b></p>	<p><b>Minimal (requires additional clarification)</b></p>	<p><b>Adequate (clear and fairly complete)</b></p>	<p><b>Excellent (concise and thoroughly developed)</b></p>
<p><b>Application should demonstrate:</b></p> <ul style="list-style-type: none"> <li>• Highly qualified program leader(s);</li> <li>• Program Director's responsibilities clearly outlined and focused on needs of program;</li> <li>• Ability to devote sufficient time and effort to administration of AEFLA grant; and</li> <li>• Commitment to program improvement.</li> </ul>				
<p>1) Attach position descriptions for Program Director and any other key leadership position(s), including job title, job duties, and qualifications (skills, educational attainment, experience). Describe how the qualifications in the attached position descriptions contribute toward the program's capacity to manage the grant and implement program improvement.  <b>NOTE: Describe positions, not current staff.</b></p>	0	4	7	10

2) Explain the full-time/part-time status of Program Director. If adult education duties constitute just one of several major responsibilities for Program Director, include explanation of other required duties and the proportion of time devoted to each major responsibility. Explain, if part-time, how the Program Director will manage or delegate all necessary and required tasks related to the AEFLA grant.	0	4	7	10
<b>Reviewer Comments:</b>				
<b>Suggested Page Limit: 1 page</b>				<b>TOTAL POINTS /20</b>

<b>Section D: Community Partnerships</b>	<b>Inadequate (information not provided)</b>	<b>Minimal (requires additional clarification)</b>	<b>Adequate (clear and fairly complete)</b>	<b>Excellent (concise and thoroughly developed)</b>
<b>Application should demonstrate:</b> <ul style="list-style-type: none"> <li>• Support services provided by stakeholder partners;</li> <li>• Relationship with local workforce center or other employer groups; and</li> <li>• Relationship with local postsecondary institutions.</li> </ul>				
1) Describe how the program coordinates with other service providers in the community. Describe partnerships, including partner responsibilities, with service providers such as schools, libraries, and social service agencies that provide program support, community visibility, outreach and referrals of learners, including the benefits to each partner. Use a grid or chart if possible	0	4	7	10
2) Describe the program’s collaborative activities with the local Workforce Center and/or local employers in areas such as career readiness classes (e.g. career exploration, resume writing, computer skills, mock interviews, soft skills), career counseling, job shadowing, internships, job placement, career fairs. Include the responsibilities and benefits to each partner. Use a grid or chart if possible.	0	4	7	10
3) Describe the program’s collaborative activities with local post-secondary institutions in areas such as college readiness, recruitment, assessment, counseling services, curriculum alignment, integrated instruction, and team teaching. Include the responsibilities of and benefits to each partner. Use a grid or chart if possible.	0	4	7	10
<b>Reviewer Comments:</b>				
<b>Suggested Page Limit: 3 pages</b>				<b>TOTAL POINTS /30</b>

Section E: Curriculum & Instructional Practices	Inadequate (information not provided)	Minimal (requires additional clarification)	Adequate (clear and fairly complete)	Excellent (concise and thoroughly developed)																												
<p><b>Application should demonstrate preparedness for standards based instruction through:</b></p> <ul style="list-style-type: none"> <li>• Clear and detailed description of curriculum;</li> <li>• Curriculum consistent with the <i>purpose</i> and <i>core outcome measures</i> of AEFLA;</li> <li>• Leveled classes containing no more than two levels; and</li> <li>• Direct instruction to groups of learners as the primary instructional delivery mode for ABE, ESL and ASE.</li> </ul>																																
<p>1) Identify the <b>adult education courses/levels</b> for ABE, and ESL, and family literacy* services that will be offered by the program and <b>how learners will be grouped for direct instruction</b>. For each course, identify the <b>standardized assessment(s)</b> to be used. Use a grid or chart format.</p> <p>See example below. You may provide more detail than is illustrated in the example; it is provided as a starting point.</p> <table border="1" data-bbox="99 848 764 978"> <thead> <tr> <th>Course</th> <th>Assessment</th> <th colspan="5">Level Groupings</th> </tr> </thead> <tbody> <tr> <td>ABE</td> <td>TABE</td> <td>0 - 2.9</td> <td>3 - 4.9</td> <td>5 - 6.9</td> <td colspan="2">7-8.9</td> </tr> <tr> <td>ASE</td> <td>TABE</td> <td>9 - 10.9</td> <td>11-12.9</td> <td></td> <td colspan="2"></td> </tr> <tr> <td>ESL</td> <td>CASAS</td> <td>0</td> <td>1 - 2</td> <td>3</td> <td>4 - 5</td> <td>6</td> </tr> </tbody> </table> <p>*If the program is offering family literacy services, describe the early childhood, parenting, and Parent and Child Together (PACT) components in addition to the adult education component.</p>	Course	Assessment	Level Groupings					ABE	TABE	0 - 2.9	3 - 4.9	5 - 6.9	7-8.9		ASE	TABE	9 - 10.9	11-12.9				ESL	CASAS	0	1 - 2	3	4 - 5	6	0	4		
Course	Assessment	Level Groupings																														
ABE	TABE	0 - 2.9	3 - 4.9	5 - 6.9	7-8.9																											
ASE	TABE	9 - 10.9	11-12.9																													
ESL	CASAS	0	1 - 2	3	4 - 5	6																										
<p>2) <b>Attach</b> a list of the core textbooks(s) to be used for ABE, ASE, and ESL, including title and publisher, and any key supplementary instructional materials including web-based or software programs used at each level identified in item 1. ASE providers include materials for GED 2014.</p>	0	4																														
<p>3) <b>Describe</b> how the program’s curricula (ABE, ASE, ESL) will provide or accommodate:</p>																																
<p>a) A balance of academic and life skills</p>	0	2	4	6																												
<p>b) A variety of special learning needs, including minimal literacy skills (ABE 0-4.9 and ESL 0-3) and learning disabilities</p>	0	2	4	6																												
<p>c) The development of techno-literacy skills</p>	0	2	4	6																												
<p>d) Skills and knowledge learners need to transition successfully to career and post-secondary education</p>	0	4	7	10																												

3) Identify two or three research and evidence-based instructional approaches the program will use and how they are selected, implemented and evaluated.	0	2	4	6
<b>Reviewer Comments:</b>				
<b>Suggested Page Limit: 2 pages</b>				<b>TOTAL POINTS /42</b>

<b>Section F: Intensity and Duration</b>	<b>Inadequate (information not provided)</b>	<b>Minimal (requires additional clarification)</b>	<b>Adequate (clear and fairly complete)</b>	<b>Excellent (concise and thoroughly developed)</b>
<b>Application should demonstrate preparedness for standards based instruction through:</b> <ul style="list-style-type: none"> <li>• Instructional schedule provides opportunities for learners to demonstrate progress</li> <li>• Managed enrollment is reflected in program’s orientation, enrollment and instructional schedules; and</li> <li>• Instructional schedule allows for a minimum of six hours per week for ESL and ABE/ASE classes.</li> </ul>				
1) Provide the program’s projected orientation and enrollment schedule (covering/including the time frame July 1, 2014 through June 30, 2015.)	0		4	
2) Describe all of the factors considered in developing the instructional schedule for classes that maximize the opportunity for learners to attend and make progress. Explain the reasons for <b>not</b> offering instruction during any periods of time during the year that <b>exceed two weeks</b> . If applicable, explain the reason(s) for offering fewer instructional hours per learner at specific sites.	0	4	7	10
3) Explain how the instructional schedule is aligned with the program’s standardized assessment post-testing procedure 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.	0	4	7	10
4) Describe how the program will offer flexible schedules and coordinate support services that maximize learners’ opportunities to participate.	0	4	7	10
<b>Reviewers Comments:</b>				
<b>Suggested Page Limit: 1 page</b>				<b>TOTAL POINTS /34</b>

<b>Section G: Instructional Staff Qualifications</b>	<b>Inadequate (information not provided)</b>	<b>Minimal (requires additional clarification)</b>	<b>Adequate (clear and fairly complete)</b>	<b>Excellent (concise and thoroughly developed)</b>
<b>Application should demonstrate:</b>				
<ul style="list-style-type: none"> <li>• Qualifications that align with the needs of target population(s) and with the purpose of AEFLA; and</li> <li>• Commitment to hire, develop and support highly qualified instructors</li> </ul>				
1) Attach position descriptions for instructional staff position(s), including job title, job duties, and qualifications (skills, educational attainment, experience).	0		4	
2) Identify the anticipated number and percentage of paid instructional staff members at the following levels: minimal part-time (2-12 instructional hours weekly), part-time (13-31 instructional hours weekly) and full time (32+ instructional hours weekly).	0		4	
3) Describe how the program will ensure that staff members obtain the Colorado adult educator credential (Adult Basic Education Authorization) and maintain program compliance with ABEA policies. (S)	0	2	4	6
<b>Reviewers Comments:</b>				
<b>Suggested Page Limit: 1.5 pages</b>				<b>TOTAL POINTS</b>
				<b>/14</b>

<b>Section H: Professional Development</b>	<b>Inadequate (information not provided)</b>	<b>Minimal (requires additional clarification)</b>	<b>Adequate (clear and fairly complete)</b>	<b>Excellent (concise and thoroughly developed)</b>
<b>Application should demonstrate:</b>				
<ul style="list-style-type: none"> <li>• Professional development plan and activities that support instructors' needs;</li> <li>• Professional development needs that are assessed and incorporated into PD plan; and</li> <li>• Program support for professional development activities for instructors and program leaders.</li> </ul>				
1) Describe how the professional development (PD) needs of program leader(s) will be identified and addressed.	0	1	3	5
2) Describe how the program will address instructors' PD needs through locally-managed collaborative activities among instructional staff, instructor self-study, and workshops/trainings.	0	1	3	5
3) Describe the support (financial and other) the program will provide to instructors while engaged in professional development activities.	0	1	3	5

4) Describe the program’s plan for supporting instructors in incorporating technology into the delivery of instruction.	0	1	3	5	
5) Describe the program’s plan for supporting instructors in implementing research and evidence-based strategies learned through participation in professional development activities.	0	1	3	5	
<b>Reviewers Comments:</b>					
<b>Suggested Page Limit: 1 page</b>				<b>TOTAL POINTS</b>	<b>/25</b>

<b>Section I: Data Collection</b>	<b>Inadequate (information not provided)</b>	<b>Minimal (requires additional clarification)</b>	<b>Adequate (clear and fairly complete)</b>	<b>Excellent (concise and thoroughly developed)</b>	
<b>Application should demonstrate:</b>					
<ul style="list-style-type: none"> <li>• Program meets <b>minimum requirements</b> needed to access and use the state data collection system: RAM: Win XP – 128 MB; Broadband Internet Connection; IE 7.0 or Firefox 3.5, must support 128-bit encryption;</li> <li>• Program has sufficient technology support to troubleshoot connection and firewall issues;</li> <li>• Program has sufficient staff to assign data entry duties to appropriate individuals; and</li> <li>• Program director takes responsibility for accurate data collection and reporting.</li> </ul>					
1) Does the program meet at least the <b>minimum requirements</b> specified above? YES <input type="checkbox"/> NO <input type="checkbox"/>	No 0		Yes 4		
2) Describe the program’s technology support system, including access to Information Technology and data entry support.	0	2	4	6	
3) 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	7	10	
<b>Reviewers Comments:</b>					
<b>Suggested Page Limit: .5 page</b>				<b>TOTAL POINTS</b>	<b>/20</b>

<b>Section J: Budget Narrative</b>	<b>Inadequate (information not provided)</b>	<b>Minimal (requires additional clarification)</b>	<b>Adequate (clear and fairly complete)</b>	<b>Excellent (concise and thoroughly developed)</b>
<b>Application should demonstrate:</b> <ul style="list-style-type: none"> <li>• Costs that are reasonable and necessary; and</li> <li>• Every budget line item accounted for in the budget narrative.</li> </ul>				
Provide a budget (available at: <a href="http://www.cde.state.co.us/cdeadult/RFP15.htm">http://www.cde.state.co.us/cdeadult/RFP15.htm</a> ) and budget narrative to illustrate items 1 and 2.				
1) Explain how the costs of the proposed project (as presented in the attached budget and budget narrative) are reasonable and the budget sufficient to implement the proposed activities.	0	4	7	10
2) The 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	7	10
<b>Reviewers Comments:</b>				
<b>Suggested Page Limit: No more than 2 pages</b>				<b>TOTAL POINTS</b>
				<b>/20</b>

**AEFLA GRANT PROGRAM****LETTER OF INTENT TO APPLY FOR GRANT FUNDS FY15 FORM**

**TO:** Competitive Grants & Awards  
Colorado Department of Education

**SUBJECT:** Letter of Intent

This is to notify the Colorado Department of Education that the applicant organization named below intends to submit an application for funding under the ***Adult Education and Family Literacy Act (AEFLA) grant program.***

**Applicant Organization:** \_\_\_\_\_

**Authorized Representative's Signature:** \_\_\_\_\_

**Contact Person for the Proposal:** \_\_\_\_\_

**Mailing Address:** \_\_\_\_\_

**Telephone:** \_\_\_\_\_

**E-mail:** \_\_\_\_\_

**Type of Organization**

*Please mark the type of agency that describes the applicant organization.*

- |  |   |
|--|---|
| <input type="checkbox"/> Local Education Agency (LEA)    | <input type="checkbox"/> Public or Private Nonprofit Agency   |
| <input type="checkbox"/> Community Based Organization    | <input type="checkbox"/> Library                              |
| <input type="checkbox"/> Volunteer Literacy Organization | <input type="checkbox"/> Public Housing Authority             |
| <input type="checkbox"/> Institution of Higher Education | <input type="checkbox"/> Consortium of Eligible Organizations |

**Applicant Organization intends to use AEFLA funding to provide Corrections Education and/or educational services to other institutionalized individuals (mark one)**  Yes  No

Letters of Intent are due **by 4:00 p.m.**  
**Friday, February 7, 2014 to:**  
[CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us)

### Example Table

**This sample state table is for use by new applicants only. Former and current AEFLA grantees should attach and refer to their program's NRS Tables 4 and 4B.**

You may adapt this table as needed to show proposed outcomes for the learners served by your program. The table should reflect outcomes for no more than a one-year period. Duplicate table as needed. The ABE/ASE portion of the table references Grade Level Equivalents. The ESL portion of the table references Student Performance Levels (SPL). You may change the level designations as needed to reflect your program's services; indicate which grade level equivalents and/or SPLs for your level designations.

Time period covered by table:						
Student level at enrollment (Educational Functioning Level)	No. Enrolled	Total Attendance Hours	Number Completed Level	Number Remaining in Level	Percentage Completing Level	Percent Post- tested
ABE Beginning Literacy 0-1.9						
ABE Beginning Basic Education 2-3.9						
ABE Intermediate Low 4-5.9						
ABE Intermediate High 6-8.9						
ASE Low 9-10.9						
ASE High 11-12.9						
ESL Beginning Literacy 0-1						
ESL Low Beginning 2						
ESL High Beginning 3						
ESL Intermediate Low 4						
ESL Intermediate High 5						
ESL Advanced 6						
Totals						

**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?**

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

- (1) An applicant that proposes to carry out an adult literacy project 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.

Fiscal Years 2012-13 and 2013-14

### What are Performance Targets?

Based on past performance and continuous improvement requirements, the U. S. Department of Education's Office of Vocational and Adult Education (OVAE) negotiates with CDE/AEFL annually to establish performance targets for student educational gains at each Educational Functioning Level (EFL), as well as targets for outcomes of specific cohorts related to the measures of employment, high school completion, and postsecondary education. The charts below show Colorado's performance targets for FY13 (July 1, 2012 – June 30, 2013) and FY14 (July 1, 2013 – June 30, 2014).

<b>FY13</b>	<b>Colorado's Performance Targets for FY2012-13 (July 1, 2012- June 30, 2013)</b>			
	<b>Measure</b>	<b>FY13 Target %</b>	<b>Measure</b>	<b>FY13 Target %</b>
	Beginning ABE Literacy 0-1.9	55	Low Intermediate ESL 4	45
	Beginning ABE 2-3.9	47	High Intermediate ESL 5	46
	Low Intermediate ABE 4-5.9	45	Advanced ESL 6	26
	High Intermediate ABE 6-8.9	39		
	Low ASE 9-10.9	36	GED or High School Diploma	50
	Beginning ESL Literacy 0-1	53	Enter Postsecondary Ed / Training	30
	Low Beginning ESL 2	66	Enter Employment	40
	High Beginning ESL 3	59	Retain Employment	50

<b>FY14</b>	<b>Colorado's Performance Targets for FY2013-14 (July 1, 2013- June 30, 2014)</b>			
	<b>Measure</b>	<b>FY14 Target %</b>	<b>Measure</b>	<b>FY14 Target %</b>
	Beginning ABE Literacy 0-1.9	53	Low Intermediate ESL 4	39
	Beginning ABE 2-3.9	44	High Intermediate ESL 5	36
	Low Intermediate ABE 4-5.9	40	Advanced ESL 6	20
	High Intermediate ABE 6-8.9	34		
	Low ASE 9-10.9	27	GED or High School Diploma	<b>See Note</b>
	Beginning ESL Literacy 0-1	45	Enter Postsecondary Ed / Training	
	Low Beginning ESL 2	58	Enter Employment	
	High Beginning ESL 3	50	Retain Employment	

### What happens if my program does not meet the Performance Targets?

States are required to evaluate local programs annually; corrective actions, improvement plans, and lack of evidence of effectiveness for continued funding are among the consequences for local programs. In addition, in order to qualify for a Workforce Investment Act (WIA) incentive grant award, a state must have exceeded its performance levels for WIA Title IB (Adult and Dislocated Worker Programs) and Title II (AEFLA). Only those states that exceed their performance targets for **both** programs are eligible to apply for and receive an incentive grant award.

**Note:** Prior to FY13, targets were set for the core outcome measures of employment, high school completion, and postsecondary education based on the past performance of students with these outcomes as their primary and secondary goals. Because of changes to the NRS follow-up measures that took effect July 1, 2012 for FY13, there are no targets for these measures for FY14. New performance baselines must be established for these measures. The FY13 NRS data that OVAE receives in December 2013 for these outcome measures will be used to determine a performance baseline for each state that will inform FY15 target negotiations.

## Annual Performance Report Information

The Annual Performance Report (APR) contained the following elements in FY13. Programs should plan to address similar elements for FY15; however, CDE/AEFL may add modify or delete elements, and/or add additional elements in subsequent years' APRs. This narrative report is required IN ADDITION TO program data collected, entered, and reported via the web-based Colorado Adult Education System of Accountability and Reporting (CAESAR).

### Enrollment, Assessment, and Learner Outcomes

Print and attach NRS Table 4-Educational Gains and Attendance by EFL (from CAESAR)

Print and attach NRS Table 4B-Educational Gains and Attendance for Pre- and Post-tested Students by EFL (from CAESAR)

### 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.

### Level Completion Narrative

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.

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?

### 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?

### Adult Education Personnel by Function and Job Status and Teachers' Years of Experience in Adult Education

#### Teacher Observation

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.

Provide the names and positions of individuals who conducted formal observations of teachers in FY13. Describe the types of follow-up and support provided to teachers who were formally observed.

**Professional Development**

Complete, print, and attach the AEFLA Program Annual Professional Development Summary – FY13.

**Waiting List Report**

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 FY13 program year \_\_\_\_\_

Percentage (of number on waiting list) that was waiting for each of the services below: (percentages should total 100%)

ABE \_\_\_\_\_% ASE/GED \_\_\_\_\_% ESL or EL/Civics \_\_\_\_\_% Total:100%

**Workforce / Workplace Partnerships**

List all counties in which the program provides services

Workforce Region in which program resides/operates

**Report the program’s FY13 projects and contracts.**

Number of Workplace Projects

Number of Workforce Contracts

**Partnerships Narrative**

Provide the names of the employers, agencies or organizations with which you have a workforce/ workplace partnership.

Provide a brief description of how collaboration with workforce/workplace agencies (including employers) supported the program’s goals and increased its effectiveness.

Describe any successful partnerships that helped to prepare learners for the workforce or improved their employment opportunities.

**Transition Strategies**

How were the knowledge and skills needed to be successful in postsecondary education and/or careers incorporated into program practice?

To what extent was the expectation that learners will transition to postsecondary education and/or career reflected in the program’s orientation process?

How did teachers align classroom expectations and practices with those that learners will encounter in postsecondary education, training programs and jobs?

If applicable, identify any community partners that supported your learners' transitions to postsecondary education and/or career.

**EL/Civics Narrative**

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.

**Continuous Program Improvement (CPI) Update**

Describe the impact of your FY13 CPI work. Identify the standard(s) you worked on and the evaluative activity you used to measure success. Describe the outcome(s) of your work.

**Supplemental Narrative**

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