ADULT EDUCATION AND FAMILY LITERACY ACT WORKFORCE INVESTMENT ACT (WIA) TITLE II

EDUCATIONAL SERVICES TO ADULTS
ADULT BASIC EDUCATION (ABE), ADULT SECONDARY EDUCATION (ASE), ENGLISH AS A SECOND LANGUAGE (ESL)

February 5, 2014 DF

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Statute

The Adult Education and Family Literacy Act is Title II of the Workforce Investment Act.

- AEFLA
- WIA
- Statute: http://www.doleta.gov/regs/statutes/wialaw.pdf p. 125
- Note that WIA is still awaiting reauthorization (expired in 2003, but has been continued annually through appropriations)
- For more BACKGROUND about AEFLA: http://www.nationalskillscoalition.org/resources/reports/tpib/nsc_tpib_wia_titleii.pdf

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Acronyms

ABE: Adult Basic Education
Reading, writing, math at the 0-8.9 level

ASE: Adult Secondary Education
Reading, writing, math at the 9-12, including High School Equivalency preparation (such as GED)

ESL: English as a Second Language
Reading, writing, speaking, listening at the 0-6 levels of English proficiency

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Purpose

The purpose of the AEFLA grant program is to:

- Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency
- Assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children
- Assist adults in the completion of a secondary school education or its equivalent

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Purpose (Continued)

Eligibility for services: Funds must be used to provide **educational services below the postsecondary level** to those members of the community who:

- Are at least **16 years old**; and
- Are **not enrolled or required to be enrolled in secondary school** under State law; and
- Lack sufficient mastery of basic educational skills to function effectively in society, **or** do not have a secondary school diploma or its equivalent, or are unable to speak, read, or write the English language.

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Eligibility

1. Are at least **16 years old**; and
2. Are **not enrolled or required to be enrolled in secondary school** under State law; and
3. Lack sufficient mastery of basic educational skills to function effectively in society, **or** do not have a secondary school diploma or equivalent, **or** are unable to speak, read, or write the English language.

- All 3 comprise eligibility. All 3 must be true.
- No. 2: under Colorado Compulsory School Attendance Law "...every child who has attained the age of six years on or before August 1 of each year and is under the age of seventeen years...shall attend public school...")
- No. 3: At least one of the 3 must be true.

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Services

The Colorado Department of Education (CDE) is soliciting applications from eligible providers to **develop, implement and improve adult education and literacy activities in Colorado** by establishing or operating programs that provide services or instruction in one or more of the following categories:

1) Adult education and literacy services, including workplace literacy services;
2) Family literacy services; and/or
3) English literacy programs.

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Eligible Applicants

- Local education agencies (LEAs);
- Community based organizations of demonstrated effectiveness;
- Volunteer literacy organizations of demonstrated effectiveness;
- Institutions of higher education;
- Public or private non-profit agencies;
- Libraries;
- Public housing authorities;
- Non-profit institutions not described above and having the ability to provide literacy services to adults and families; and
- Consortia of the agencies, organizations, institutions, libraries, or authorities describe above.

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Eligible Applicants

This grant award is for funding cycle FY15-FY16 (two-year grant)

- Currently funded programs FY13-FY14 are eligible to apply for funds in this grant cycle.
- Currently funded programs FY14-FY15 are NOT eligible to apply for funds in this grant cycle.
- CDE/AEFL is NOT competing EL/Civics grants in this funding cycle.

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Available Funds

- Approximately $4.7 million in AEFLA funds will be available for distribution to successful applicants. CDE expects to award approximately 25-30 grants ranging from approximately $20,000 to $500,000+.
- Funds for this program must be used to **supplement (increase the level of services) and not supplant (replace) funds** from nonfederal sources. Any program activity required by state law, State Board of Education rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds.

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Duration of Grant

- Successful applicants will be awarded **two-year grants,** beginning July 1, 2014 through June 30, 2015 (FY15 aka FY2014-15). First year of two-year grant cycle.
- Second year (FY16 aka FY2015-16), based on first year application/budget/revisions, contingent on availability of federal funds, and good standing of grantee.
- When a funding cycle ends, the state may continue existing grants or issue an RFP.
- All awards are contingent on availability of federal funds.

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Review Process

- Applications will be reviewed by teams composed of CDE staff and qualified readers
- There is no guarantee that submitting a proposal will result in funding or funding at the requested level
- Applicants will be notified of application status by April 17, 2014

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Letter of Intent

- Submit a completed Letter of Intent to CompetitiveGrants@cde.state.co.us by February 7, 2014.
- Download from http://www.cde.state.co.us/cdeadult/rfp15
- Those who submit Letters of Intent will be added to an e-mail Q&A service.

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Submission Process and Deadline

- The original plus 4 copies must be received at CDE by Tuesday, March 4, 2014 at 4:00 pm (RFA page 5)
- In addition to the 5 hard copies, an electronic copy of the proposal and electronic budget must be submitted to: CompetitiveGrants@cde.state.co.us
- Incomplete or late proposals will not be considered

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Application Format

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.

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Consortia Applications

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.

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Required Elements

Part I: Proposal Introduction	**No points but all 3 MUST be included**
Cover Page	
Assurances Form	
Table of Contents	

Part II: Narrative	**275 points (11 sections)**
Executive Summary	10
Section A: Needs Assessment	32
Section B: Past Effectiveness	28
Section C: Program Director & Key Staff	20
Section D: Community Partnerships	30
Section E: Curriculum & Instructional Practices	42
Section F: Intensity and Duration	34
Section G: Instructional Staff Qualifications	14
Section H: Professional Development	25
Section I: Data Collection	20
Section J: Budget and Budget Narrative	20

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A few DOs & DON'Ts

Each section of the narrative contains an "Application should demonstrate" statement and a scoring rubric.

- DO follow the rubric. Dissect each element. Some contain two or more items that comprise the whole element.
- DON'T leave questions unaddressed, attachments not attached, items not accounted for.
- DON'T generalize a response that has to be reframed by the reader. (i.e. CLARITY and ORDER)
- DO use the "demonstrate" statement as a general "test" of inclusion, focus, and gist. It is intended to clarify for writers and readers.

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Executive Summary

Application should demonstrate:

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

- No more than 1 page
- 10 points
- 1 element, 4 items comprise the element

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Section A: Needs Assessment

Application should demonstrate:

- Need for additional programs in the service area and evidence that the proposed project is focused on those with greatest needs;
- Clear connections between needs of the population, recruitment efforts, and services to be offered;
- Strong justification through supportive quantitative and qualitative data
- Steps to ensure equitable access to and participation in the applicant's program aligns with guidance provided in Attachment C.

- 2 pages
- 32 Points
- 5 elements, multiple elements in some

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Section A: Needs Assessment

5) Briefly describe the steps your program will take to ensure equitable access to, and participation in, your program. ... Refer to Attachment C for guidance.)

- A restatement of compliance with civil rights requirements is not sufficient to meet the requirements in section 427 of GEPA.
- Section 427 is not intended to duplicate the requirements of civil rights statutes, but to ensure that applicants address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards.
- Examples of how applicants might meet this requirement are provided in the guidance

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Section B: Past Effectiveness

Describe the program's effectiveness over the most recent available past three years in the following four areas. Note: "Comment on" means: describe how improvement plans were implemented for levels/areas in which performance was below target. **First-time applicants should describe their ability to provide services leading to successful outcomes in the four areas.**

Application should demonstrate:

- Information and supportive quantitative data on learning gains;
- Information and supportive quantitative data on successful transitions; and
- Evidence that program has experience in working with learners at the lowest levels of literacy.

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Section B: Past Effectiveness

1) Students' improved literacy skills.
2) Students' attainment of high school or GED diploma and/or transitioning ELLs to academic instruction.
3) Students' attainment of employment and/or improved employment.
4) Students' entry into post-secondary education or training.

- 1 page
- 28 points
- Each element provides instructions for Past AEFLA Grantees, Other Applicants, and First Time Applicants

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Section C: Program Director and Key Staff

Application should demonstrate:

- Highly qualified program leader(s)
- Program Director's responsibilities clearly outlined and focused on needs of program
- Ability to devote adequate time and effort to administration of AEFLA grant
- Commitment to program improvement

- 1 page
- 20 points
- 2 elements

- Attach position descriptions
- Describe positions, not current staff (individuals)

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Section D: Community Partnerships

Application should demonstrate:

- Support services provided by stakeholder partners
- Relationship with local workforce center or other employer groups
- Relationship with local postsecondary institutions

- 3 pages
- 30 points
- 3 elements
- "Such as" are examples; address those that apply to your program, include others if applicable and relevant

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Section E: Curriculum & Instructional Practices

Application should demonstrate:

- Clear and detailed description of curriculum
- Curriculum consistent with the purpose and core outcome measures of AEFLA
- Leveled classes containing no more than two levels
- Direct instruction to groups of learners as the primary instructional delivery mode for ABE, ESL and ASE

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Section E: Curriculum & Instructional Practices

- 2 pages
- 42 points
- 4 elements

- #1 Chart is not prescriptive of level groupings
- #3 is multipart; address all 4 items
- #4 Limit yourself to 2 or 3, not 1 or 4

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Section F: Intensity and Duration

Application should demonstrate:

- Instructional schedule provides opportunities for learners to demonstrate progress
- Managed enrollment is reflected in program's orientation, enrollment and instructional schedules
- Instructional schedule allows for a minimum of six hours per week for ESL and ABE/ASE classes

- 1 page
- 34 points
- 4 elements

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Section G: Instructional Staff Qualifications

Application should demonstrate:

- Qualifications that align with needs of target population(s) and purpose of AEFLA
- Commitment to hire, develop and support highly qualified instructors

- 1.5 pages
- 14 points
- 3 elements

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Section H: Professional Development

Application should demonstrate:

- Professional development plan and activities that support teachers' needs
- Professional development needs that are assessed and incorporated into PD plan
- Program support for professional development activities for teachers and program leaders.

- 1 page
- 25 points
- 5 elements

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Section I: Data Collection

Application should demonstrate:

- Program meets minimum requirements 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
- Program has sufficient technology support to troubleshoot connection and firewall issues
- Program has sufficient staff to assign data entry duties to appropriate individuals
- Program director takes responsibility for accurate data collection and reporting.
- ½ page
- 20 points
- 3 elements

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Section J: Budget Narrative

Application should demonstrate:

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

Provide a budget (available at: http://www.cde.state.co.us/cdeadult/RFP15.htm) and budget narrative to demonstrate 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.
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.

- See RFA p. 7-9 and the Instructions tab of the budget document.
- Questions about completing the budget form: mosness_r@cde.state.co.us or rodriguez_m@cde.state.co.us
- RFA Question and Answer Service

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Attention!

Administrative Costs (RFA page 7)
At least 95% of grant must be for instructional costs, no more than 5% for administrative costs.

Required non-federal match-40% (RFA page 8)
-Cash and/or in-kind
-Allowable under AEFLA
-Cannot be used for match on any other federal grant

Program Income (RFA page 8)
-Income generated as a result of the grant is added to the grant and must be used for grant activities.

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To Consider

AEFLA is a federal grant administered by the State. Strings attached! (Accountability)

Adult Education - Basic Grants to States - CFDA Number: 84.002

Agency: Dept of Education Office: Office of Vocational and Adult Education

Authorization: Adult Education and Family Literacy Act, (AEFLA), (Title II of the Workforce Investment Act of 1998), 20 U.S.C. 9201 et seq.

Objectives:
To fund local programs of adult education and literacy services, including workplace literacy services, family literacy services, and English literacy and integrated English literacy-civics education programs. Participation in these programs is limited to adults and out-of-school youths aged 16 and older who do not have a high school diploma or equivalent and who are not enrolled or required to be enrolled in a secondary school under State law. See 20 USC 9202(1).

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Evaluation

- Funded programs are monitored for compliance and quality throughout the grant period.
- Programs are required to submit Annual Performance Reports.
- Programs are required collect and submit specific data (demographic, participation, attendance, assessment, etc.).
- Programs are required to submit Annual Expenditure Reports.

For more information on the Annual Performance Report:
http://www.cde.state.co.us/cdeadult/APR.htm.

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Program Standards

- The Standards of Quality for Adult Education Programs in Colorado are the foundation for program quality and improvement in AEFLA-funded programs.
- The Standards of Quality are incorporated into the AEFLA grant application, serving as benchmarks within the scoring rubrics.
- See the Standards of Quality (SoQ) at http://www.cde.state.co.us/cdeadult/SoQ.htm

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To Consider

AEFLA's target population is adults, age 16 and older, without a high school diploma/HSE or with basic skills deficits or limited English proficiency, and not enrolled or required to be enrolled in a secondary school under State law.

- Profile of the Adult Education Target Population, Colorado http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/state-profiles/colorado.pdf

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RFA Priorities

Federal
- State level adult education content standards
- Stronger links among adult education, postsecondary education and work
- See: College and Career Readiness Standards for Adult Education (U.S. Department of Education, Office of Vocational and Adult Education, April 2013) http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf

State
- Pathways to higher levels of education and employment
- Raising the education and basic skills of Colorado's lowest skilled for the 21st-century labor market.
- See: Colorado's Forgotten Middle-Skill Jobs (Skills2Compete-Colorado campaign, National Skills Coalition) http://www.nationalskillscoalition.org/assets/reports-/s2c-colorado-report-2011.pdf

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Protocol

Refer to the Cover Sheet of the Request for Applications

- In fairness to all potential applicants, all questions and answers are shared via the Q&A service-all have access to the same information/clarification.
- Non-funded applicants have recourse to an appeal process. CDE must be able to defend its competition process and conduct. NO deviations from protocol. NO flexibility. NO exceptions.
- All questions should be directed to the contact persons on the RFA cover sheet.
- Phone calls or e-mails regarding the RFA will be directed or forwarded to the contact persons.
- CDE/AEFL staff cannot provide advice, guidance, or recommendations about your application by phone, e-mail or in personal interactions.

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RFA Q & A Service

All who submit a Letter of Intent will be subscribed. You will receive notification and last day by which to submit questions.

- Questions must be submitted via e-mail.
- Asker receives an individual response.
- All questions and answers will be compiled at intervals and shared with all subscribers.
- Duplicate or related questions may be combined.
- Questions may be edited for clarity.
- Questions will be anonymous when compiled and shared.

We reserve the right to exclude questions with no wider interest or applicability

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Dates

- Letter of Intent Due: Friday, February 7, 2014
- Proposals Due: Tuesday, March 4, 2014
- Applicants will be notified of award status by Thursday, April 17, 2014.

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Contact Information

For program questions contact:
Debra Fawcett fawcett_d@cde.state.co.us or 303.866.6914, 303-866-6884
RFA web page: http://www.cde.state.co.us/cdeadult/rfp15.htm

For fiscal/budget questions contact:
Ron Mosness mosness_r@cde.state.co.us or 303-866-6905
Marti Rodriguez rodriguez_m@cde.state.co.us or 303-866-6769

For RFA specific questions contact:
Kim Burnham burnham_k@cde.state.co.us or 303-866-6916

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