



COLORADO
Department of Education

Funding Opportunity

Applications Due: October 20, 2023

Application Information Webinar: September 25, 2023 from 2 - 3 p.m.

Colorado Adult High School
Grant Program
Colorado SB 23-003

Please Direct All Questions to: AEI@cde.state.co.us

Colorado Department of Education | Adult Education Initiatives Office
201 East Colfax Avenue, Room 300
Denver, CO 80203

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Colorado Adult High School Program

October 20, 2023, by 11:59 pm MT

Introduction

SB 23-003 provides funding to the Adult Education Initiatives Office (AEI) at the Colorado Department of Education (CDE) to partner with a community-based non-profit organization to create an adult high school program. The Adult High School Program will offer high school diplomas, industry-recognized certificates, and college credits.

The CDE AEI office is conducting a competitive Request for Application (RFA) process to award four years of funding to an eligible provider. This RFA process follows what is outlined in the statute and the State Board of Education Rules.

Purpose

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

Before Colorado can meet its workforce, educational attainment, and poverty-reduction goals, the state must address the need for adult education. A significant percentage of the state's working-age population lacks a high school diploma or its equivalent. Many of these individuals do not have basic literacy, digital literacy, or numeracy skills and are unprepared for participation in postsecondary education and for participation in the twenty-first-century workforce. Further, these individuals are unprepared to provide the learning support and advocacy that their own children or the children they care for require. Literacy and level of educational attainment not only impact an individual's ability to gain employment at a self-sufficiency level, but extensive research shows that they are also key for determining factors in the educational success and future employment potential of the individual's children or children for whom the individual is a caregiver.¹

Before adults can aspire to higher-level employment, they require assistance in obtaining a high school diploma, equivalency certificate, or technical skills training. The purpose of the Adult High School Program is to create a pathway for adults, 21 years of age or older, in Colorado who have not earned a high school diploma to attend high school and earn a high school diploma. Students of the program may also earn industry-recognized certificates or college credits. The program operates through a partnership between CDE and a Colorado community-based nonprofit organization and is provided at no cost to students.

The Adult High School Program in Colorado will help more adults reach and complete the next level of education and training, thereby leading to better employment outcomes that enable more low-income, low-literacy adults to ultimately achieve economic self-sufficiency. It will also lead to an adult population that is

¹ C.R.S. § 22-10-102.

better prepared to support the educational attainment of the next generation and actively participate as citizens in a democratic society.

Eligible Applicants

Eligible applicants are Colorado community-based nonprofit organizations. A **Colorado Community Based Nonprofit Organization or Nonprofit Organization** means a Colorado community-based, tax-exempt charitable or social welfare organization operating under section 501(c)(3) or 501(c)(4) of the Federal “Internal Revenue Code of 1986”, 26 U.S.C. § 501, as amended.

NOTE: Applicants will be required to submit proof of nonprofit status (from the Internal Revenue Service) and evidence of financial stability (most recent one year annual reports and audits).

Applicants must collaborate with either local district colleges, community colleges, area technical colleges or postsecondary career and technical education programs to ensure students have access to courses that can lead to graduation with industry-recognized certificates. Organizations must also collaborate with institutions of higher education to authorize teachers to teach courses for college credit and align teacher qualification requirements with the concurrent enrollment program pursuant to C.R.S. §22-10-103(6).

A **local district college** means an educational institution that provides not more than two years of training in (C.R.S. §22-71-102(1)(a)):

- Arts, sciences, and humanities beyond the twelfth grade of the public high school curriculum; or vocational education; and
- that conducts occupational, technical, and community service programs, with no term limitations; and
- general education, including college transfer programs, with unrestricted admissions.

A **community college** (C.R.S. §22-35.3-102(4)) means a community college governed by the state board for community colleges and occupational education or a state-supported institution of higher education or local district college that is authorized to grant associate degrees.

An **area technical college** (C.R.S. §23-60-103(1)) means a school offering approved postsecondary vocational programs for credit, operated by a local school district or by a board of cooperative services, and designated by the general assembly as an area technical college in conformity with standards established by the state board for community colleges and occupational education. Tuition rates and fees charged to any person not enrolled in a secondary school curriculum must be uniform for any group classification. For the purposes of this article 60, the following schools are area technical colleges: Emily Griffith Technical College, Technical College of the Rockies, and Pickens Technical College.

A **postsecondary education or training provider** includes, but need not be limited to (C.R.S. §22-10-103(11)(b)):

- A state institution of higher education, local district college, or area technical college;
- An apprenticeship program;
- An entity that provides accelerated education and skills training certificate programs created pursuant to part 9 of article 60 of title 23, C.R.S.;
- An entity that operates programs through the manufacturing career pathway pursuant to part 10 of article 60 of title 23, C.R.S., or another career pathway pursuant to section 24-46.3-104, C.R.S.; and
- A community-based workforce development program that is operated through the Colorado customized training program created in section 23-60-306, C.R.S.

An **institution of higher education** means (C.R.S. §22-10-103(12)):

- A state university or college, community college, local district college, or area technical college described

in title 23, C.R.S.;

- A postsecondary career and technical education program; or
- An educational institution operating in this state that 1) Does not receive state general fund moneys in support of its operating costs; 2) Admits as regular students only persons having a high school diploma or the recognized equivalent of such a certificate; 3) Is accredited by a regional accrediting agency or association; 4) Provides an educational program for which it awards a bachelor's degree or a graduate degree; 5) Is authorized by the department of higher education to do business in Colorado pursuant to section 23-2-103.3, C.R.S.; 6) Maintains a physical campus or instructional facility in Colorado; and 7) Has been determined by the United States Department of Education to be eligible to administer federal financial aid programs pursuant to Title IV of the federal "Higher Education Act of 1965", as amended.

Data Reporting

To meet the requirements outlined in SB 23-003, the education provider must report program data to CDE including, but not limited to the following:

- (a) Student demographic data disaggregated by race, ethnicity, socioeconomic status, age, gender, and disability.
- (b) Academic accountability standards including, but not limited to:
 - i. Graduation rate metrics that measure the graduation ratio for the entire student population;
 - ii. Postsecondary and workforce readiness metrics that measure the percentage of graduates who earn either an industry-recognized certificate or at least three college credits; and
 - iii. Student demographic data disaggregated by race, ethnicity, socioeconomic status, age, gender, and disability.
- (c) The number of industry recognized certificates, college credits, and overall average attainment of high school credits that students earn each term.

Note: The academic accountability standards must be provided by July 1, 2024. The standards shall be reviewed and approved by CDE. CDE shall also recommend revisions as necessary to the education provider. The education provider must provide the data on or before July 31, 2025, July 31, 2026, and March 30, 2027. Grant recipients may use the state administered LiteracyPro LACES Adult Education Reporting System.

The following resources are required to access and use LACES:

- CPU: 1.0 GHz or greater
- Memory (RAM): 512 MB or greater
- Hard disk space: 250 MB free
- Operating System: Windows 10, Windows 8, Windows 7, Windows Vista, Windows XP SP2, Windows Media Center Edition 2005, Windows 2000
- Internet connection: Broadband such as DSL, CABLE, or Wireless (see below); T1 or better
- Browser: Internet Explorer 6.0 +, Google Chrome, or Firefox
- Minimum download speed: 784 kbps
- Minimum upload speed: 384 kbps
- Minimum Bandwidth: The main factor in determining performance of the application is available bandwidth, which is related to the actual (vs. rated) speed of internet connection, measured at the desktop during periods when one will normally access the system. This requirement is to ensure the best possible performance.
- Additional Software: Adobe Acrobat Reader and/or Microsoft Excel/Excel Reader is needed for reporting.

Data Privacy

CDE takes seriously its obligation to protect the privacy of student and educator Personally Identifiable Information (PII) collected, used, shared, and stored. PII may be collected through the LiteracyPro LACES data management system and a secure file sharing program (currently Syncplicity). All PII collected will be used, shared, and stored in compliance with CDE's privacy and security policies and procedures. All data included in legislative reports will be reported in the aggregate and follow CDE's data suppression rules. If opting not to use LACES, the grantee must procure a comparable system to protect the privacy of student and educator data collected.

Available Funds

Approximately \$4,798,852 is estimated to be available for the Adult High School Program (C.R.S. §22-10-205) for the 2023-2024 fiscal year (July 1, 2023 - June 30, 2024).

CDE anticipates awarding a grant for a four-year period. Funding in subsequent years for grantees is contingent upon funding appropriations and grantees meeting all grant, fiscal and reporting requirements. The awarded grantee must submit to AEI the necessary information, as requested by AEI in the reporting requirements. AEI will review information received from grant recipients to evaluate whether all required data has been provided pursuant to C.R.S. §22-10-202. Continuation applications must also be approved by the State of Board of Education after the four-year term. Please see the general assurances page for the [termination policy](#).

Allowable Use of Funds

The Adult High School Program is a program designated for adults, at least twenty-one years of age, who have not earned a high school diploma.

Funds **must** be used to provide services to eligible adults who:

- Are Colorado [residents](#) and have not completed high school;
 - “not completed high school” includes but is not limited to
 - Individuals who have earned a high school diploma in another country but not in the United States
 - Individuals who have earned a high school equivalency diploma but are seeking a high school diploma
- have reached twenty-one years of age before the pupil enrollment count date as defined in §22-54-103(10.5);
- have reached twenty-one years of age during the semester that includes the pupil enrollment count day as defined in §22-54-103 (10.5) but do not receive services under an individualized education program as defined in §22-20-103(15); or
- Are older than twenty-one years of age; and
- Are enrolled in the Colorado adult high school program.

Application Technical Assistance

An application training webinar will be held on Monday, September 25, 2023 from 2-3 p.m. MT. via Zoom. Please use this [link](#) to attend the webinar. The session will also be recorded and posted on the [AEI website](#) for applicants who cannot attend the webinar.

Submission Process and Deadline

Application materials are available for download on the Office of Adult Education Initiatives [webpage](#) on the CDE website. Eligible applicants will submit the application materials in a single PDF document via email to

AEI@cde.state.co.us copying in CompetitiveGrants@cde.state.co.us no later than 11:59 p.m. MT on October, 20, 2023. Please contact AEI for support if you need to submit the documents in a different format. Faxes will not be accepted. Incomplete or late applications will not be considered. If you do not receive an email confirmation of receipt of your application within two business days of the deadline, please email CompetitiveGrants@cde.state.co.us.

Review Process and Timeline

Part 1: Application Completeness Review

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

Part 2: Reviewer Application Evaluation

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

Note: This is a competitive process. For an application to be considered for funding, it must receive at least 92.4 points out of the 132 possible points (70%), and all required elements must be addressed.

Funding Decisions

There is no guarantee that submitting an application will result in funding. All award decisions are final. A decision will be made by November 1, 2023. Applicants that do not meet the qualifications may reapply for future grant opportunities.

Application Format

- The total narrative (Sections A-F) of the application cannot exceed 15 pages. Please see below for the required elements of the application. Note: Applications with narratives that exceed 15 pages will not be reviewed.
- All narrative pages must be standard letter size, 8-1/2" x 11" using 12-point font and single-spaced with 1-inch margins and numbered pages.
- If the grant application is approved, funding will not be awarded until all signatures are in place. Please attempt to obtain all signatures before submitting the application. The signatures on the contact pages and the assurances may be original or electronic.

Application Required Elements

The order and format outlined below must be followed in order to assure consistent application of the evaluation criteria. A single PDF of all application materials must be emailed to AEI@cde.state.co.us copying in CompetitiveGrants@cde.state.co.us in the required formats listed below **by 11:59 p.m. MT on October 20, 2023**.

Application Component	Scored	Part of 15 Page Limit
Table of Contents	No	No
Part A: Cover Page - Applicant Information	No	Yes

Part B: Partnerships for Industry-Recognized Certificates and College Credit	Yes	No
Part C: General Program Assurances Form	No	No
Part D: Financial Management Survey	Yes	No
Proof of Non-Profit Status from the Internal Revenue Service	No	No
Evidence of financial stability (most recent one years' annual reports and audits for applicable organizations)	Yes	No
Part E: Records Management	Yes	No
Part F: Application Narrative	Yes	Yes

Part A: Cover Page - Applicant Information

Lead Applicant Information			
Organization Name			
Mailing Address		LEA/BOCES Code (if applicable)	
Website			
Applicant Organization Type			
Describe non-profit organization type:			
Authorized Representative Information			
Name		Title	
Telephone		E-mail	
Fiscal Manager Information			
Name		Title	
Telephone		E-mail	
Primary Program Contact Information			
Name		Title	
Telephone		E-mail	
Secondary Program Contact Information			
Name		Title	
Telephone		E-mail	
Accessible Design Coordinator Contact Information			
Name		Title	
Telephone		E-mail	
LACES (or Data System) System Administrator Contact Information			
Name		Title	
Telephone		E-mail	

Part B: Partnerships for Industry-Recognized Certificates and College Credits

Industry-Recognized Certificate Provider(s) Please list all industry-recognized service providers and available certificates	
Organization Name(s) and Type(s) Agreement(s) (please provide a description of any cooperative arrangements with the entity)	
Provider Type Examples	
<ul style="list-style-type: none"> ● State Institution of Higher Education ● Local District College ● Accelerated Education and Skills Training Certificate Program(s) Provider (part 9 of article 60 of title 23, C.R.S.) ● Manufacturing Career Pathway Provider (part 10 of article 60 of title 23, C.R.S.) ● Career Pathway Provider (24-46.3-104, C.R.S.) ● Community-based Workforce Development Program through the Colorado Customized Training Program (23-60-306, C.R.S.) ● Apprenticeship Program ● Area Technical College 	
Industry Certificates Offered	
Please attach a list of the types of industry-recognized certificates to be offered through the program (attachment does not count towards the 15-page limit). Please list the accrediting body for each certificate (if known).	
Institution(s) of Higher Education Please list the institution(s) and the courses to be offered	
Institution Name(s) Website(s) Agreement (please provide a description of any cooperative arrangements with the entity)	
College Courses Offered	
Please attach a list of the courses to be offered through the program (attachment does not count towards the 15-page limit). Include the number of credits per course (if known).	

Part C: General Program Assurances Form

The appropriate Authorized Representatives must sign below to indicate their approval of the contents of the application for the Colorado Adult High School Program grant, and the receipt of program funds.

On _____ (date), the Authorized Representative of _____ (organization name)

hereby agrees to the following general adult high school program assurances:

1. The grantee will work with and provide requested data to CDE for the adult high school program grant within the time frames specified pursuant to C.R.S §22-10-202.
2. The grantee will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.
3. That funds will be used to supplement and not supplant any funds currently being used to provide adult education services and grant dollars will be administered by the appropriate fiscal agent.
4. That funded projects will maintain appropriate fiscal and program records-
5. That if any findings of misuse of these funds are discovered, project funds will be returned to CDE.
6. The applicant will not use any funds made available for the adult high school program for the purpose of supporting or providing programs, services, or activities for individuals who are not "eligible adults" as defined in the law unless it is providing programs, services or activities related to family care activities.
7. The applicant will ensure that each of the identified grantee contacts (see [Attachment D](#)) has adequate time and resources to meet the expectations and fulfill the requirements of the contact role in relation to the grant.
8. The applicant will provide a proof of access to the funds needed to maintain the program in the applicant's narrative.
9. The applicant will provide a description of any cooperative arrangements the eligible provider has with any other agencies, institutions, or organizations for the delivery of adult education through section IB.
10. The applicant will retain sole responsibility for the project even if subcontractors are used to perform certain services.
11. Applicant will submit student demographic data, accountability measure data, certificate and college credit data as specified in C.R.S. §22-10-202.
12. The applicant will comply with all state policies and requirements.
13. The applicant will maintain and use the LACES adult education reporting system, or a comparable system, and submission of available data will be in accordance with guidelines set forth by CDE.

Termination Policy

The Colorado Department of Education has the discretion to terminate a grantee's award if there has been a failure to comply with the provisions of the award; reasonable progress has not been made; grant requirements have been violated, and/or the purposes for which the funds were awarded have not been or will not be fulfilled. CDE will provide a thirty (30) days' written notice to the grantee.

Examples include but are not limited to:

- Provider fails to offer the required services/instruction
- Funds are improperly used
- Program fails to complete required reports in a timely manner
- Evidence of noncompliance with requirements in C.R.S. §22-10-202-05.

Name of Authorized Representative

Signature

Date

Part D: RFA Financial Management Risk Assessment

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

13) Does the applicant have experience administering federal funds or other grants that provide funds for services to a comparable target population?	<1 year	2-4 years	5-7 years	8-10 years	More than 10 years
	4	3	2	1	0
14) Number of years that the applicant's primary fiscal contact has been in the position (or a similar position) as of the application date?	<1 year	1-2 years	3-5 years	6-9 years	More than 10 years
	4	3	2	1	0
15) Amount of grant award requested for this project: \$	More than \$300,000	\$200,000 - \$299,999	\$100,000 - \$199,999	< \$99,999	
	4	3	2	1	

16) Single Audit Status (answer only if applicant receives <i>more than</i> \$750,000 in federal funding from other resources). Finding refers to a material weakness, significant deficiency, or questioned costs.	No single audit performed	Received a Program AND Fiscal audit finding	Received a Fiscal OR Program audit finding	No findings were received OR N/A
	4	3	2	0

17) Financial Audit Status (answer NOT required to have a Single Audit, but instead a standard financial audit).	No audit performed for prior year	Financial Audit completed for prior year	IRS 990 Form	
	5	0	0	

18) Submit a copy of most recent financials. Based on this submission, indicate the percentage of the proposed grant budget being applied for as compared to total operating budget (i.e., grant budget divided by total operating budget).	40% or greater	31% - 39%	20%-30%	6%-19%	<5%
	4	3	2	1	0

CDE Comments:					
Total Points:					
Risk Designation:					

High Risk – More than 20 points

Medium Risk – 8-20 points

Low Risk – Below 8 points

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

Preparer - Typed Name and Title

Signature

Date

Entity Name

Part E: Records Management

The awarded grantee will be responsible for maintaining secondary and post-secondary transcripts, high school diplomas awarded, and industry recognized certificates earned in perpetuity so that students can access these records at any future date. For an additional cost, which can be covered by the Adult Education High School funds, applicants may opt into using [DiplomaSender](#) and/or [LiteracyPro Systems LACES](#) to assist with records management for learners and graduates. If not, applicants must describe below what system they will use for managing and maintaining these records. Please refer to the Records Management Manual found [here](#).

Records Management for Learners and Graduates
<input type="checkbox"/> Opting in to DiplomaSender
<input type="checkbox"/> Opting in to LACES
<input type="checkbox"/> Opting out of LACES or DiplomaSender
If opting out, please describe what system you will use for managing and maintaining these record and the records management policies you plan to implement:

Part F: Narrative Instructions and Questions

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

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

Section A: Learner Demographics and Applicant Experience

A1: Describe your experience running an adult high school, recruiting and retaining adult learners, and ensuring equity in recruitment.

A2: Describe your experience ensuring outcomes for diverse populations.

A3: Describe the number of eligible adults you anticipate serving in each year of the grant award. Include supporting evidence for the annual enrollment projections that indicates how many eligible adults reside in the applicant's intended service area, and state what percent of the eligible adults in the area were projected to be served using these grant funds.

A4: Describe your prior experience and success marketing to and recruiting adult learners across diverse populations to participate in programming.

A5: Provide a description of your experience working with colleges and training providers for dual credit offerings and industry-recognized certificates.

Section B: Proposed Adult High School Program

B1: Provide an overall description of the adult high school program including anticipated opening date, geographic area to be served, programming to be offered, school schedule, etc.

B2: Provide a description of, or the plan for developing, the academic accountability system that will be used. Include projections, or estimates, on the numbers of students who will earn high school diplomas, college credits, and industry-recognized certificates.

B3: Provide a description of how you will monitor and evaluate the implementation of your proposed program.

B4: Describe the location you have secured for the adult high school program. Include the location address. Describe how the location will best serve the eligible student population in the geographic area you are proposing to serve.

B5: Describe your plan for student intake, registration, enrollment, including how you will orient students into the program.

B6: Describe your plan for enrolling students with disabilities. Include a description of your experience implementing individualized education and behavior intervention plans.

B7: Describe the curriculum and academic accountability standards you will adopt for the program to provide learners with a student-centered course of study that results in a Colorado high school diploma pursuant to C.R.S. §22-2-106.

B8: Describe your plan to hire and maintain a staff of educators and other school personnel, including number and type of staff estimated to work on the program, relevant credentials or experience staff will possess, estimated salary ranges, professional development to be made available to staff, etc.

B9: Describe your plan to use life coaches to help students navigate academic and personal challenges pursuant to C.R.S. §22-10-202.

B10: Describe your plan to establish and operate a licensed, on-site childcare center.

B11: Describe your plan to offer transportation services to students.

Section C: Partnerships

Note: Questions C1 and C2 are included in the chart under Part IB: Partnerships for Industry-Recognized Certificates and College Credits and do not require any additional narrative response.

C3: Describe how you will ensure students are not charged out of pocket to enroll in and successfully complete industry-recognized and career and technical education certificate programs.

C4: Describe your plan for identifying and consulting with a nonprofit organization that has implemented an evidence-based educational model for adult students with proven effectiveness in another state. If the name of the consulting organization is known, list that and describe the evidence-based educational model they have implemented, providing evidence for the effectiveness of this model. Indicate how you will incorporate feedback from the organization into the program you will offer. If the name of the consulting organization is not known, describe how you plan to locate such an organization and incorporate feedback from their experience into the program you will offer.

Section D: Budgeting and Financials

D1: Please attach a detailed budget that includes line-item explanations for the cost of the instruction, facilities and operations for the Adult High School program over four years. The budget will not count toward the 15-page limit on narrative responses.

D2: Describe the amount and source of the funding your organization will contribute annually to the adult high school program, including details on the amount you will contribute to operation and facility costs pursuant to C.R.S. § 22-10-202(2)(b).

Note: Question D3 is included under Part D: RFA Financial Management Risk Assessment and does not require any additional narrative response.

Attachment A: Reviewer Application Process

Funding Opportunities

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

Reviewer Request

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

Review Teams

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

Reviewer Training

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

Assignment and Distribution of Applications

Depending on the number of applications and the number of teams, approximately four to six applications are assigned and distributed to each team for review via Syncplicity (a secure, electronic file-sharing platform). Reviewers receive their assigned applications, scoring materials, and instructions from GPA. Each reader independently reviews the applications and scores them, then the team meets to discuss and finalize the scores and comments.

Review Day

Each team comes together virtually with CDE staff to discuss the application scores and comments. CDE ensures that each score sheet is complete, and comments are sufficiently detailed and clear.

Funding Decisions

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

Applicant Notification

Applicants will be notified via e-mail by November 1, 2023. The notification includes a letter outlining the status of their application (funded or not funded) and the review feedback. Non-funded applicants are provided with opportunities to follow up with the program if they have any questions on the review process or their review feedback.

Attachment B: Application Score Sheet

Colorado Adult High School Program

October 20, 2023, by 11:59 pm MT

Application Scoring

CDE Use Only

Narrative (Required)

Section A:	Learner Demographics and Applicant Experience	/18
Section B:	Proposed Adult High School Program and Logistics	/60
Section C:	Partnerships	/24
Section D:	Budgeting and Financials	/30
Total:		/132

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

Strengths:

-
-

Weaknesses:

-
-

Required Changes:

-
-

RECOMMENDATION: **Funded** _____ **Not Funded** _____

Attachment C: Application Scoring Rubric

The following criteria will be used by reviewers to evaluate the application as a whole. In order for an application to be recommended for funding, it must receive at least 92.4 points out of the 132 possible points (70%), and all required elements must be addressed.

Scoring Definitions

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

Section A: Learner Demographics and Applicant Experience	Minimally Addressed or Does Not Meet Criteria	Met Some but Not All Identified Criteria	Addressed Criteria but Did Not Provide Thorough Detail	Met All Criteria with High Quality	TOTAL
1) Narrative provides a description of the applicant’s experience running an adult high school, recruiting and retaining adult learners, and ensuring equity in recruitment. High quality responses will provide an overview of previous experience operating an adult high school, describe equitable recruitment strategies used with diverse student populations, include evidence demonstrating retention rates and retention strategies that address barriers to participation and completion.	0	1	2	3	
2) Narrative provides a description of the applicant’s experience ensuring outcomes for diverse populations. High quality responses will include data demonstrating the number of high school diplomas, industry recognized credentials, and dual credits earned across diverse populations.	0	1	2	3	
3) Narrative provides a description of the number of eligible adults to be served in each year of the grant award. Response includes supporting evidence for the annual enrollment projections, indicates how many eligible adults reside in the applicant's intended service area, and states what percent of the eligible adults in the area were projected to be served using these grant funds. High quality responses provide projections by year with supporting evidence, data and/or rationale for projections for each category included.	0	1	2	3	
4) Narrative describes applicant’s prior experience and success marketing to and recruiting adult learners to participate in programming. High quality responses include examples of previous marketing campaigns and strategies targeting diverse adult populations with various modes of communication.	0	1	2	3	

5) Narrative provides a description of the applicant’s experience working with colleges/training providers for dual credit offerings and certificates. High quality responses include examples of prior working relationships with colleges/training providers, the types of dual credit and credentials offered, and evidence/data attesting to success.	0	1	2	3	
6) Part IE provides a description of the applicant’s plan to maintain secondary and post-secondary transcripts, high school diplomas awarded, and industry recognized certificates earned in perpetuity. High quality responses include selecting DiplomaSender or LiteracyPro Systems LACES or proposing a comparable management system that meets the guidelines outlined in CDE’s Records Management Manual .	0	1	2	3	
Reviewer Comments:					
Total Out of 18 Points					

Section B: Proposed Adult High School Program	Minimally Addressed or Does Not Meet Criteria	Met Some but Not All Identified Criteria	Addressed Criteria but Did Not Provide Thorough Detail	Met All Criteria with High Quality	TOTAL
1) Narrative provides an overall description of the adult high school program including anticipated opening date, geographic area to be served, programming to be offered, school schedule, etc. High quality responses will provide evidence, data, and/or rationale for the programming, scheduling and location choices indicated.	0	2	4	6	
2) Narrative provides a description of, or a plan for developing, the academic accountability system that will be used and includes projections on the numbers of students who will earn high school diplomas, college credits, and industry-recognized certificates. High quality responses will indicate the applicant has experience in developing or implementing academic accountability systems and includes evidence, data, and/or rationale for the estimates provided.	0	1	3	5	
3) Narrative provides a description of how the applicant will monitor and evaluate the implementation of their proposed program. High quality responses will demonstrate a commitment to continuous quality improvement, regular collection and analysis of data to track student progress against targets and goals, and a focus on student centered design.	0	1	3	5	

<p>4) Narrative describes the location the applicant has secured for the adult high school program, lists the location's address, and describes how the location will best serve the eligible student population in the geographic area the applicant is proposing to serve. High quality responses will demonstrate careful consideration for the specific needs of adult students and provide rationale for how the location choice supports the program the applicant has proposed, including the number of learners to be served and the types of programs to be offered.</p>	0	1	3	5	
<p>5) Narrative describes the applicant's plan for student intake, registration, and enrollment and includes a description of how they will orient students into the program. High quality responses will demonstrate that the specific needs of adult learners have informed the design of the orientation process.</p>	0	2	4	6	
<p>6) Narrative describes a plan to enroll students with disabilities and includes a description of the applicant's experience implementing individualized education and behavior intervention plans. High quality responses will include the number of dedicated special education staff, procedures for orienting and assessing students, assigning staff to a students' IEP teams, reevaluation of students and IEPs, etc.</p>	0	2	4	6	
<p>7) Narrative provides a proposed curriculum and academic accountability standards for a student-centered course of study that results in a Colorado high school diploma pursuant to C.R.S. §22-2-106. High quality responses will provide detail on the curriculum selected, how such curriculum is appropriate for or designed specifically for adult learners, how standards are integrated into programs design and classroom instruction, how accountability and standards are communicated to and informed by adult learners, and other approaches to center adult learners within the program's instructional approach, design, and materials.</p>	0	2	4	6	
<p>8) Narrative describes the applicant's plan to hire and maintain a staff of educators and other school personnel, including number and type of staff estimated to work on the program, relevant credentials or experience staff will possess, estimated salary ranges, professional development to be made available to staff, etc. High quality responses will demonstrate attention to staff to learner ratios needed to fully support adult students, consideration of the types of experience or credentials needed to best support adult learners, and a commitment to staff development and retention.</p>	0	1	3	5	

<p>9) Narrative describes the applicant’s plan to use life coaches to help students navigate academic and personal challenges. High quality responses will include detail on the ratio of life coach to student, the credentials they will possess, how the coaches will be supported in their professional growth, frequency with which students are required to meet with coaches, coaching and goal setting models planned for use, and indication of the types of wrap around supports coaches will provide (either directly or through partnerships).</p>	0	2	4	6	
<p>10) Narrative describes the applicant’s plan to establish and operate a licensed, on-site childcare center. High quality responses will show that the applicant is capable of providing such services and is either already offering such services or has identified actionable, timely steps to operate such services. High quality responses will also include details on the number of students and children anticipated to be served and how the childcare program will be adequately staffed. Highest quality responses will demonstrate how the childcare services will incorporate Two-Generation strategies.</p>	0	1	3	5	
<p>11) Narrative describes the applicant’s plan to offer transportation services to students. High quality responses will demonstrate the applicant has conducted research into available transportation options, gaps in those services, and transportation services appropriate to adults for addressing those gaps. Highest quality responses will indicate ongoing evaluation and improvement of transportation services offered.</p>	0	1	3	5	
Reviewer Comments:					
Total Out of 60 Points					

Section C: Partnerships	Minimally Addressed or Does Not Meet Criteria	Met Some but Not All Identified Criteria	Addressed Criteria but Did Not Provide Thorough Detail	Met All Criteria with High Quality	TOTAL
<p>1) Part IB Partnerships for Industry-Recognized Certificates and College Credits demonstrates that the applicant has a partnership with an organization(s) or institution(s) that can provide industry-recognized certificates to students, the applicant has an agreement with the organization(s) or institution(s), and the applicant has provided an extensive list of the certificates to be offered. High quality responses will demonstrate certificate options in a breadth of industries, particularly high wage, high demand industries.</p>	0	2	4	6	

<p>2) Part IB Partnerships for Institution(s) of Higher Education demonstrates that the applicant has a partnership with an institution of higher education to authorize teachers to teach courses for college credit and align teacher qualification requirements with the concurrent enrollment program pursuant to C.R.S. §22-10-103(6), the applicant has an agreement with the institution(s), and the applicant has provided an extensive list of the courses to be offered. High quality responses will demonstrate college credits available from a variety of degree paths.</p>	0	2	4	6	
<p>3) Narrative describes the applicant’s plan to ensure that students are not charged for industry-recognized and career and technical education certificate programs. High quality responses will include a student needs assessments, financial coaching to make use of state and federal financial aid, and partnerships to leverage grants and scholarships provided by postsecondary institutions, workforce centers, and other organizations with funding specifically for adult students.</p>	0	2	4	6	
<p>4) Narrative provides evidence that the applicant has consulted with a nonprofit organization that has implemented an evidence-based educational model for adults with proven effectiveness in another state. High quality responses will include identifying staff members who will lead outreach efforts, references to adult learning theories and/or data that supports the effectiveness of the educational model selected.</p>	0	2	4	6	
Reviewer Comments:					
Total Out of 24 Points					

Section D: Budgeting and Financials	Minimally Addressed or Does Not Meet Criteria	Met Some but Not All Identified Criteria	Addressed Criteria but Did Not Provide Thorough Detail	Met All Criteria with High Quality	TOTAL
<p>1) Application includes a budget that details the cost of the instructional and adult high school program over the four years that the applicant plans to implement. High quality responses include detailed descriptions of line items, investments in operational and facility costs, direct student services (instructional or supportive), investment in staff retention, and adequate funds budgeted for student materials and resources.</p>	0	4	8	12	
<p>2) Narrative includes proof of access to money annually required to contribute to the program, including a plan on how much the applicant plans to contribute to operating and facility costs pursuant to C.R.S. § 22-10-202(2)(b). High quality responses include additional and diverse sources of funding to support ongoing investments in the operation and continual</p>	0	4	8	12	

improvement of the adult high school program.					
3) Total score on the “Request for Application Financial Management Risk Assessment” is as follows: <ul style="list-style-type: none"> ● A score below 8 earns 6 rubric points ● A score between 8 and 20 earns 4 rubric points ● A score over 20 earns 2 rubric points ● Incomplete or missing assessment earns 0 rubric points 	0	2	4	6	
Reviewer Comments:					
Total Out 30 of Points					

Attachment D: Grantee Contacts

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

Primary Contact

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

Secondary Contact

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

Fiscal Contact

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

Authorized Representative

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

LACES (or Data System) System Administrator

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

Accessible Design Coordinator

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

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