



**COLORADO**  
Department of Education

## Funding Opportunity

Eligibility Confirmations Due: **Monday, February 24, 2020, by 11:59 pm MT**

Applications Due: **Monday, April 27, 2020, by 11:59 pm MT**

Eligibility Confirmation Webinar: **Wednesday, February 5, 2020, at 2 pm MT**

Application Information Webinar: **Wednesday, March 4, 2020, at 2 pm MT**

### Adult Education and Family Literacy Act (AEFLA)

Pursuant to 29 USC 3321



Please Direct All Questions to: [AEI@cde.state.co.us](mailto:AEI@cde.state.co.us)

**NOTE:** WIOA §223(c) requires that whenever a state implements any rule or policy relating to the administration or operation of an AEFLA program that is not required under Federal law, those rules/policies must be identified. Therefore, asterisks (\*) used throughout this document indicate state requirements exclusive to Colorado adult education. While federal law may not require the same provisions, Colorado has established their own provisions to best meet the needs of the state's adult learner population. Applicants of the RFA are required to comply with both requirements – state and federal.

## Table of Contents

---

Introduction .....	3
Purpose .....	3
Eligible Applicants .....	3
Available Funds .....	4
Matching Funds.....	5
Program Income.....	5
Allowable Use of Funds.....	5
Duration of Grant .....	8
Evaluation and Reporting .....	8
Data Privacy.....	9
Eligibility and Application Technical Assistance .....	9
Review Process and Timeline.....	9
Submission Process and Deadline* .....	12
Eligibility Confirmation Submission Format* .....	12
Eligibility Confirmation: Cover Pages - Applicant Information and Proposed Services.....	13
Eligibility Confirmation: Demonstrated Effectiveness Charts .....	15
Application Format* .....	18
Application Required Elements.....	18
Part IA: Cover Page - Applicant Information and Proposed Services .....	20
Part IB: General Program Assurances Form.....	22
Part IC: 2020-2021 Local Accessible Design Assurances* .....	24
Part ID: 2020-2021 Local Assessment Assurances* .....	28
Part IE: 2020-2021 Local Attendance Assurances*.....	34
Part IF: 2020-2021 Local Conflict of Interest Assurances* .....	37
Part IG: 2020-2021 Local Data Entry Assurances* .....	38
Part IH: 2020-2021 Local Professional Learning Assurances* .....	41
Part II: 2020-2021 Local Distance Learning Assurances* .....	46
Application Scoring .....	49
Selection Criteria and Evaluation Rubric.....	50
Attachment A: Local Workforce Development Board Application Review .....	60
Attachment B: Reviewer Application Process* .....	3
Attachment C: AEFLA Appeal Hearing Process .....	5
Attachment D: Grantee Contacts* .....	7
Attachment E: AEFLA Performance Targets .....	9
Appendix A: Glossary .....	10
Appendix B: Funding Distribution Calculations for Local Workforce Areas* .....	15
Appendix C: Risk Assessment* .....	18
Appendix D: General Education Provisions Act.....	20

# Adult Education and Family Literacy Act (AEFLA)

Applications Due: Monday, April 27, 2020, by 11:59 pm

## Introduction

---

As required by Title II of the Workforce Innovation and Opportunity Act (WIOA), the Colorado Department of Education's (CDE) Office of Adult Education Initiatives (AEI) is conducting a competitive Request for Applications (RFA) process to award four years of funding to eligible providers. The purpose of the Adult Education and Family Literacy Act (AEFLA) is to implement and improve adult education, literacy activities and workforce development within Colorado. These services are defined in this RFA document. A glossary of terms used in this RFA is included as Appendix A.

## Purpose

---

The purpose of the WIOA Title II Adult Education and Family Literacy grant program (WIOA §202(a)(1)) is to create a partnership among the federal government, states, and localities to provide adult education and literacy activities. Therefore, AEFLA grantees are required to expand and improve the current system of delivering adult education, literacy services, and workforce development through evidence-based practices, in order to:

- 1) Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
- 2) Assist adults who are parents or family members to obtain the education and skills that:
  - A. Are necessary to becoming full partners in the educational development of their children; and
  - B. Lead to sustainable improvements in the economic opportunities for their family;
- 3) Assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and
- 4) Assist immigrants and other individuals who are English language learners in
  - A. Improving their:
    - i. Reading, writing, speaking, and comprehension skills in English; and
    - ii. Mathematical skills; and
  - B. Acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.

## Eligible Applicants

---

Eligible applicants must have demonstrated effectiveness in providing adult education and literacy activities and may include (WIOA Sec. 203(5)):

- A local education agency (LEAs);
- A community-based organization or faith-based organization;
- A volunteer literacy organization;
- An institution of higher education;
- A public or private non-profit agency (see note below);
- A library;
- A public housing authority;
- A nonprofit institution not described above which has the ability to provide adult education and literacy activities to eligible individuals;
- A consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described above; and
- A partnership between an employer and an entity described above.
- Other

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

Applicants that have received funds from the 2017-20 AEFLA Grant cycle may apply for this current funding opportunity but in their application must describe current grant activities and services and demonstrate how, if awarded, capacity to provide activities and services will be expanded, augmented, or sustained. Past expenditure of funds and quality of program implementation will also be considered.

## Available Funds

Approximately \$6.5 million is estimated to be available for adult education and literacy services under AEFLA (WIOA § 222(a)(1)) for the 2020-2021 fiscal year (July 1, 2020 – June 30, 2021), with funding contingent on federal appropriations. As is allowable according to WIOA § 222(a)(1), AEI will set aside 15% of the available AEFLA funds (not including available Integrated English Literacy and Civics Education funds) for corrections education to provide adult education and literacy services, leaving approximately \$5.6 million general AEFLA funds available for awards through the competitive grant application process in the 2020-2021 fiscal year (July 1, 2020 – June 30, 2021). Of this \$5.6 million, approximately \$880,000 is estimated to be available specifically for Integrated English Literacy and Civics Education (IELCE) services for the 2020-2021 fiscal year (WIOA §243(a)).

CDE anticipates awarding grants for a four-year period. Funding in subsequent years for grantees is contingent upon continued federal appropriations and upon grantees meeting all grant, fiscal and reporting requirements.

As outlined in WIOA §231(e)(1)(A), CDE must consider the degree to which the eligible provider would be responsive to regional needs as identified in the local plan under WIOA §108, so AEFLA grant awards will be distributed according to Local Workforce Development Areas and Sub-Areas. Each local area and sub-area listed below will be awarded up to the associated percentage of the available funds, provided that the applicants demonstrate effectiveness and meet the minimum point threshold for funding (See Appendix B for an overview of how the funding was calculated). \* In local areas and sub-areas where there are multiple applications that have demonstrated effectiveness and have met the minimum point threshold, and the requested amount of funds exceeds the amount of available funds, applicants will be awarded funds based on the highest point scores. Below is the distribution of funding per Local Workforce Development Area and Sub-Area.

Local Workforce Area	Funding Percentage	AEFLA Funding Maximum
Adams	14.50%	\$692,461
Arapahoe/Douglas	13.50%	\$644,705
Boulder	3.75%	\$179,085
Denver	16.25%	\$776,034
El Paso/Pikes Peak	9.50%	\$453,681
Larimer	3.50%	\$167,146
Mesa	3.75%	\$179,085
Tri-County	5.00%	\$238,780
Weld	6.50%	\$310,413
Rural Workforce Consortium	23.75%	\$1,134,203

Rural Workforce Consortium Sub-Area	Funding Percentage	AEFLA Funding Maximum
Broomfield Sub-Area	8.25%	\$93,572
Eastern Sub-Area	11.50%	\$130,433
Northwest Sub-Area	7.00%	\$79,394
Pueblo Sub-Area	14.00%	\$158,788
Rural Resort Sub-Area	13.00%	\$147,446
South Central Sub-Area	11.75%	\$133,269
Southeast Sub-Area	12.00%	\$136,104
Southwest Sub-Area	7.00%	\$79,394
Upper Arkansas Sub-Area	7.50%	\$85,065
Western Sub-Area	8.00%	\$90,736

CDE makes every effort to solicit Requests for Applications (RFA) from each local area and sub-area. If a local area and/or sub-area is not awarded AEFLA funding due to a lack of quality providers (applicants failing to meet the minimum point threshold) and/or no applications were submitted for that area, CDE will determine how the AEFLA funds originally allocated to that local area or sub-area will be distributed.

### **Integrated English Literacy and Civics Education**

As part of the RFA, AEI will award approximately \$880,000 of the AEFLA funds made available by the federal government to be used specifically to provide Integrated English Literacy and Civics Education (IELCE) in combination with Integrated Education and Training (IET), allowable under WIOA Sec. 243. These funds are specifically designed to (1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency and (2) integrate with the local workforce development system and its functions to carry out the activities of the program. IELCE funds are **not** distributed by local workforce area/sub-area. \* Funding will be awarded based on the application rubric score, including the specific IELCE Section H of the rubric. \*

### **Corrections Education**

As part of the RFA, AEI will award approximately 15% of the available AEFLA funds made available by the federal government to be used specifically to provide the defined adult education and literacy activities to individuals currently incarcerated in a state prison or correctional facility, a county jail, or are currently participating in Colorado's community corrections program, allowable under WIOA Sec. 225. WIOA requires that eligible agencies that are using funds to carry out a program for criminal offenders in a correctional institution give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program. Corrections funds are **not** distributed by local area/sub-area. \* Funding will be awarded based on the application rubric score, including the specific Corrections Section I of the rubric. \*

## **Matching Funds**

---

Applicants must demonstrate a funding match of 40% for the federal funds requested (AEFLA). \* Per 2 CFR Part 200.306(b)(2), federal funds may **not** be used for matching funds. Matching funds may include both in-kind and cash matches (2 CFR Part 200.306(b)) and must be identified as such on the yearly budget for federal reporting purposes. Grantees will be required to submit annual valuation for all in-kind as well as funding sources for cash donations. The matching funds can come from other state dollars (not Adult Education and Literacy Act grant funds\*), local government dollars, private dollars, or in-kind support (WIOA §222(b)).

## **Program Income**

---

Colorado has determined that agencies awarded AEFLA, IELCE and/or Corrections Education funds will not be allowed to charge and/or collect program income as a direct result receiving any of the grant funds. \*

## **Allowable Use of Funds**

---

An applicant that receives a grant under the program shall use the monies to within one or more of the funding categories are as follows:

### **Adult Education and Literacy Activities (WIOA §203(2))**

- Establish or operate programs that provide adult education and literacy activities, including programs that provide such activities concurrently. These activities include the following:
  - Adult Education
  - Literacy
  - Workplace adult education and literacy activities
  - Family literacy activities
  - English language acquisition activities

- Integrated English literacy and civics education
- Workforce preparation activities; or
- Integrated education and training that:
  - Provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster.
  - Is for the purpose of educational and career advancement.

#### **Corrections Education and Other Education of Institutionalized Individuals (WIOA §225)**

- Provide educational programs for criminal offenders in correctional institutions. Priority is to be given to institutionalized individuals who are likely to leave the correctional facility within five years of participation in the program. Academic programs are to consist of:
  - Adult education and literacy activities;
  - Special education;
  - Secondary school credit;
  - Integrated education and training;
  - Career pathways;
  - Concurrent enrollment;
  - Peer tutoring; and
  - Transition to re-entry initiatives and other post-release services with the goal of reducing recidivism.

#### **Integrated English Literacy and Civics Education (WIOA §243(a))**

- Prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and
- Integrate with the local workforce development system and its functions to carry out the activities of the program:
  - Adult education and literacy activities
  - Workforce preparation activities
  - Workforce training for a specific occupation or occupational cluster

#### **Funding must be used to establish or operate at least one or more of the following activities within each Local Workforce Development Area to be served: \***

- A. Adult Basic Education (ABE; below the ninth-grade level, NRS Educational Functioning Levels 1-4)
- B. Adult Secondary Education (ASE; ninth – twelfth grade level, NRS Educational Functioning Levels 5-6)
- C. English as a second language (ESL, NRS ESL Levels 1-6)
- D. Integrated English Literacy and Civics Education (IELCE)
- E. Corrections Education

Only applicants that specifically address one or more of these four purposes identified for funding will be considered.

#### **In addition, applicants may include a provision of services and instruction for one or more of the following categories within each Local Workforce Development Area to be served\*:**

- 1) Workplace Adult Education and Literacy;
  - Adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce (WIOA §203(16)).
- 2) Family Literacy Services;
  - A program with a literacy component for parents and children or other intergenerational literacy components (WIOA §203(9)).
- 3) Workforce Preparation Activities;
  - Activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills

necessary for successful transition into and completion of postsecondary education or training, or employment (WIOA §203(17)).

4) Integrated Education and Training;

- A service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster (WIOA §203(11)).

5) Corrections Education;

- Educational programs for criminal offenders in correctional institutions and for other institutionalized individuals (WIOA §225(b)).

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

Funds **must** be used to provide allowable adult education and literacy services to eligible individuals (WIOA Sec. 203(4)):

- Who have attained 16 years of age<sup>1</sup>;
  - Who are not enrolled or required to be enrolled in secondary school under State law; and
  - Who:
    - Are basic skills deficient;
    - Do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or
    - Are English language learners.

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

Funds for AEFLA services may be used to supplement (increase the level of services for adult education and literacy activities) from nonfederal sources. However, AEFLA may **not** supplant (replace) funds from nonfederal services. State or local funds may not be decreased or diverted for other uses merely because of the availability of AEFLA funds. Grantees must maintain documentation which clearly demonstrates the supplementary nature of these funds (WIOA §241).

### Local Administrative Costs

Local administrative costs are expenditures incurred by local grant recipients in the performance of administrative functions and in carrying out activities under WIOA Title II that are not related to the direct provision of adult education and literacy activities. Such costs include both personnel and non-personnel costs and both direct and indirect costs. The following are examples of allowable local administrative costs (WIOA §233(a)(2)):

- Planning
- Administration (including performance accountability)
- Professional development
- Providing adult education and literacy services in alignment with local workforce plans, including promoting co-enrollment
- Executing one-stop partner responsibilities, including infrastructure costs.

---

<sup>1</sup> WIOA Section 203(4)(B) requires that the individual is not required to be enrolled in secondary school under State law. Per §22-33-104 of the Colorado Revised Statutes, every child under the age of 17 shall attend public school for at least a certain number of hours defined in statute during each school year unless an exception has been provided under state law\*. The Office of Adult Education Initiatives Office has outlined the exceptions provided in state law that would allow a 16-year-old to attend an AEFLA-funded program. See the [Grantee Handbook](#) for a list of these exceptions.

Programs are not allowed to use more than ten percent (10%) of AEFLA funds for administrative expenses (WIOA § 222(a)(3)). However, applicants will be given the opportunity to negotiate a higher local administrative cost with CDE (WIOA §233(b)).

### One-Stop Partners

Grantees under the Adult Education and Family Literacy Act (AEFLA) and the Adult Education and Literacy Act (AELA) Grant Program will be designated as “one-stop partners”. One-stop partners are required to align and contribute to the one-stop delivery systems in Local Workforce Development Areas (WIOA §121(b)). Specifically, one-stop partners are required to:

- Provide access through the one-stop delivery system to the program carried out by the entity, which also includes making career services that are applicable to the program, available at the one-stop centers (in addition to any other appropriate locations);
- Use a portion of the funds available for the program and activities to maintain the one-stop delivery system, including payment of the infrastructure costs of one-stop centers;
- Enter into a local memorandum of understanding with the local board, relating to the operation of the one-stop system; and
- Participate in the operation of the one-stop system consistent with the terms of the memorandum of understanding, the requirements of WIOA Title I, and the requirements of the Federal laws authorizing the program or activities.
- Provide direct representation on State and local workforce development boards and participate in board committees or participate in the selection process for a single adult education local area representative. \*

Additional information about WIOA one-stop partner requirements and access to services can be found at [www.colorado.gov/pacific/sites/default/files/PGL-WIOA-2016-02\\_Partner-Reqs-and-Access-to-Services-change-2.pdf](http://www.colorado.gov/pacific/sites/default/files/PGL-WIOA-2016-02_Partner-Reqs-and-Access-to-Services-change-2.pdf).

### Duration of Grant

Grants will be awarded for a four-year term beginning in the 2020-2021 fiscal year. Additional grant funding for subsequent years will be contingent upon annual federal appropriations. Funds must be obligated by June 30 of the same fiscal year, and reimbursements must be requested by September 15 of that calendar year according to the following calendar:

Grant Award Program Year	Program Year Start Date	Funds Obligation Date	Request Reimbursement By
Year 1 Funding	July 1, 2020	June 30, 2021	September 15, 2021
Year 2 Funding (Continuation)	July 1, 2021	June 30, 2022	September 15, 2022
Year 3 Funding (Continuation)	July 1, 2022	June 30, 2023	September 15, 2023
Year 4 Funding (Continuation)	July 1, 2023	June 30, 2024	September 15, 2024

There will be no carryover of funds.

Grant funds cannot be obligated nor spent prior to CDE’s approval of the grantee’s annual budget. Grantees will receive a Grant Award Letter. Non-profit organizations must provide an original wet signature by an authorized officer on the annual Grant Award Letter and submit the original to CDE\*. Grantees will receive instructions for requesting reimbursements when all required signatures are submitted.

### Evaluation and Reporting

Funded programs are monitored for compliance and quality throughout the grant period. WIOA Sec. 116(3) defines the contents of local area performance reports, including information around performance levels of the primary indicators of performance, total number of participants served, number of participants who receive and/or exit from career training



services, average cost per participant, participants who receive training services and obtain unsubsidized employment, number of individuals with barriers to employment, number of participants enrolled in more than one program, percentage of the state's annual allotment, and other information that facilitates comparisons of programs with programs in other states. If providing corrections education, there is an additional reporting requirement to include the relative rate of recidivism for the criminal offenders served.

To that end, Colorado requires programs to submit: Daily Attendance Hours, Assessment Data, Monthly Data Clean-Up, Annual Performance Reports, and Annual Financial Reports.

Grant recipients are required to 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.

Grantees receiving a grant through AEFLA may be selected for an on-site review by CDE program staff during the grant cycle based on the risk assessment (see Appendix C). All grantees will receive an on-site review, regardless of the risk assessment results, at least once during the four-year grant cycle.

## 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 will 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 reported to the federal government will be reported in the aggregate.

## Eligibility and Application Technical Assistance

---

A training webinar regarding the initial eligibility confirmation will be held at <https://enetlearning.adobeconnect.com/eligibility/> on **Wednesday, February 5, 2020, at 2 pm MT.**

An application training webinar will be held at <https://enetlearning.adobeconnect.com/apptraining/> on **Wednesday, March 4, 2020, at 2 pm MT.**

## Review Process and Timeline

---

### Part 1: Eligibility Confirmation - Demonstrated Effectiveness Review

Federal regulations governing AEFLA at 34 CFR §463.24 clarify that only an organization that has demonstrated effectiveness in providing adult education and literacy services is eligible to apply for AEFLA funds. Therefore, the Demonstrated Effectiveness Charts will be screened by CDE AEI staff as part of the initial Eligibility Confirmation\* to

determine if the applicant is an eligible provider of demonstrated effectiveness. Only applicants whose eligibility is confirmed in the relevant proposed service type(s) will be eligible to submit an application that may be moved on for scoring consideration (if the application is complete). Applicants that do not provide sufficient evidence of demonstrated effectiveness for two years within the previous four years, meaning that the total “Percent Completing Level” in the chart below is at least 33%\*, will not be eligible to apply for this grant opportunity. Please note that, per 34 CFR § 463.190(d), sanctions to the state’s grant award are applied for failure to achieve adjusted levels of performance, which occurs when either: (1) Any overall State program score or overall State indicator score falls below 90 percent for the program year, or (2) Any of the States’ individual indicator scores fall below 50 percent for the program year. The Measurable Skill Gains indicator target that was negotiated with the U.S. Department of Education for 2019-20 is 37%. In order for Colorado AEFLA programs to meet the current 2019-20 target, the Measurable Skill Gains rate must be at least 90% of 37%, which is 33% (rounded to the nearest whole). Therefore, Colorado set the minimum demonstrated effectiveness target at 33%.

In the case of applicants applying as a consortium, each member of a consortium must provide performance data to demonstrate effectiveness, so each member of a consortium must complete the Eligibility Confirmation Demonstrated Effectiveness charts contained in this section.

As part of the eligibility confirmation, applicants must provide two years of data/information\* within the following previous program years\*:

- July 1, 2015 – June 30, 2016
- July 1, 2016 – June 30, 2017
- July 1, 2017 – June 30, 2018
- July 1, 2018 – June 30, 2019

Applicants must provide two years of data within the last four program years\* on improving skills of all relevant participants in the proposed service type(s)\* in the following content domains:

- Reading
- Writing
- Mathematics
- English language acquisition

Applicants must also provide two years of data within the last four program years\* on outcomes of all relevant participants in the proposed service type(s)\* for:

- Employment
- Attainment of a secondary school diploma or its recognized equivalent, and
- Transition to postsecondary education and training

All applicants that have been previously funded under WIOA must provide the performance data that was reported to state as part of the grant (under WIOA section 116) to demonstrate effectiveness in the areas listed above. Applicants that have not been previously funded under WIOA must provide performance data to demonstrate effectiveness in the areas listed above. Please note that only adults ages 17 and older may be included in these data.

In the case of applicants applying as a consortium, each member of a consortium must provide performance data to demonstrate effectiveness in the areas listed above.

Please see Eligibility Confirmation: Demonstrated Effectiveness Charts for the required demonstrated effectiveness charts that must be completed as part of the eligibility confirmation. CDE AEI staff will review these data charts to confirm an applicant’s eligibility and will notify applicants of their eligibility by **Wednesday, March 3, 2020**.

## **Part 2: Application Completeness Review**

CDE AEI staff will check each application (whose eligibility has been confirmed through the earlier Eligibility Confirmation process) 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). Please note that Local Workforce Development Boards and Reviewers will not review any applications that did not have eligibility confirmed during Part 1 of the process.

### Part 3: Local Workforce Development Board Review\*

As outlined in WIOA Section 231(e)(1)(A), one of the considerations in awarding adult education grants is the degree to which the eligible provider would be responsive to regional needs as identified in the local plan. Therefore, Local Workforce Development Boards will be provided an opportunity to review the relevant applications and determining the alignment with local plans (see Attachment A). Should an eligible provider submit an application to serve more than one Local Workforce Development Area and/or Sub-Area, scores associated with the Local Workforce Development Board review will be averaged and applied in scoring. CDE will consider the Local Workforce Development Board's review in the award process. CDE strongly encourages applicants to review local area plans (available on the [Colorado Workforce Development Council website](#)) to ensure alignment. \*

### Part 4: Reviewer Application Evaluation\*

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

**Note:** This is a competitive process. Applicants must score as follows:

Funding	Total Points Available	Minimum Points Needed for Approval
Adult Education and Literacy Services (WIOA Sec. 222(a)(1)) <b>only</b>	226	158
Integrated English Literacy and Civics Education Program (WIOA Sec. 243) <b>only</b>	263	184
<b>Both</b> Adult Education and Literacy (WIOA Sec. 222(a)(1)) <b>and</b> Integrated English Literacy and Civics Education Program (WIOA Sec. 243)	263	184
Corrections Education (WIOA Sec. 225) <b>only</b>	257	180
<b>Both</b> Adult Education and Literacy (WIOA Sec. 222(a)(1)) <b>and</b> Corrections Education (WIOA Sec. 225)	257	180
<b>Both</b> Integrated English Literacy and Civics Education Program (WIOA Sec. 243) <b>and</b> Corrections Education (WIOA Sec. 225)	294	206
Adult Education and Literacy (WIOA Sec. 222(a)(1)) <b>and</b> Corrections Education (WIOA Sec. 225) <b>and</b> English Literacy and Civics Education Program (WIOA Sec. 243)	294	206

If there are multiple applications for one local area/sub-area that meet the minimum number of points needed for approval, the total points of those applicants that meet the minimum number of points needed are ranked from highest to lowest. CDE staff from AEI and the Competitive Grants and Awards Office will work to fund as many of those applicants as possible within the local area, with consideration provided to a variety of available services.

### Funding Decisions

There is no guarantee that submitting an application will result in funding or funding at the requested level. All award decisions are final. Applicants that do not meet the qualifications may reapply for future grant opportunities. CDE is required by federal law to provide an opportunity for a hearing for applicants that are not approved for funding. The applicant must request the hearing within thirty (30) days of receiving the decision of disapproval. No later than ten (10) days after the hearing, CDE will issue a written ruling, including factual findings and reasons for the ruling. (34 CFR Subtitle A76.401 Disapproval of an Application – Opportunity for a Hearing). See Attachment C for an outline of CDE's AEFLA Appeal Hearing Process.

## Submission Process and Deadline\*

---

### Step 1: Eligibility Confirmation - Demonstrated Effectiveness Review

An electronic copy of the eligibility confirmation documents (Parts IA and IB in PDF format) must be submitted to [AEI@cde.state.co.us](mailto:AEI@cde.state.co.us) by **Monday, February 24, 2020, by 11:59 pm MT**. The electronic version of the eligibility confirmation must include all required components of the eligibility confirmation as one PDF document. Faxes will not be accepted. Incomplete or late eligibility confirmation submissions 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 [AEI@cde.state.co.us](mailto:AEI@cde.state.co.us). Application materials are available for download on the Office of Adult Education Initiatives webpage on the CDE website.

### Step 2: Application Submission

**If, and only if, an applicant's eligibility is confirmed by CDE, may the eligible applicant submit an application to CDE that will be considered in the review process.** An electronic copy of the application (in PDF format) and electronic budget (in Excel format) must be submitted to [CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us) by **Monday, April 27, 2020 at 11:59 p.m. MT**. The electronic version of the application must include all required components of the application as one PDF document. Please attach the electronic budget workbook in Excel format as a separate document. Faxes will not be accepted. Incomplete or late applications will not be considered. If you do not receive an email confirmation of receipt of your application within two business days of the deadline, please email [CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us). Application materials are available for download on the Office of Adult Education Initiatives webpage on the CDE website.

## Eligibility Confirmation Submission Format\*

---

- Applicants must submit all sections of the Eligibility Confirmation as a single PDF document.
- All pages with narrative responses must be standard letter size, 8-1/2" x 11" using 12-point font and single-spaced with 1-inch margins and numbered pages.

**Adult Education and Family Literacy Act (AEFLA)**  
 Eligibility Confirmations Due: Monday, February 24, 2020 by 11:59 p.m. MT

**Eligibility Confirmation: Cover Pages - Applicant Information and Proposed Services**

Lead Applicant Information			
<b>Program Name</b>		<b>DUNS #</b>	
<b>Mailing Address</b>		<b>LEA/BOCES Code (if applicable)</b>	
<b>Website</b>			
Organization Type			
<input type="checkbox"/> Local Educational Agency (LEA) <input type="checkbox"/> Community-Based Organization <input type="checkbox"/> Faith-Based Organization <input type="checkbox"/> Volunteer Literacy Organization <input type="checkbox"/> Institution of Higher Education <input type="checkbox"/> Public Non-Profit Agency <input type="checkbox"/> Private Non-Profit Agency <input type="checkbox"/> Library <input type="checkbox"/> Public Housing Authority <input type="checkbox"/> Other Non-Profit Type (if so, describe: _____) <input type="checkbox"/> Consortium or Coalition (if so, check the boxes of the relevant entities) <input type="checkbox"/> Partnership Between an Employer and an Entity (if so, check the box of the relevant entity) <input type="checkbox"/> Other			
Authorized Representative Information			
<b>Name</b>		<b>Title</b>	
<b>Telephone</b>		<b>E-mail</b>	
<b>Signature</b>			
Primary Program Contact Information (must be employed by the applicant) *			
<b>Name</b>		<b>Title</b>	
<b>Telephone</b>		<b>E-mail</b>	
<b>Signature</b>			
Fiscal Manager Information*			
<b>Name</b>		<b>Title</b>	
<b>Telephone</b>		<b>E-mail</b>	
<b>Signature</b>			
Total Funding Requested			
Previous Grant Information The following information will be verified by CDE and considered in the funding decision: *			
<b>Has the applicant previously received the Adult Education and Family Literacy Act grant?</b>		<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>If previously funded, were funds expended in a timely manner?</b>		<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>If previously funded, were any unspent funds reverted back to CDE?</b>		<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>If Yes, please enter the year(s) and amount(s) below (Add rows as needed):</b>			
<b>Year</b>		<b>Amount</b>	

Complete and attach after Cover Pages. If needed, additional copies of this page should be attached in order to include each participating entity.

Proposed Adult Education Services by Local Workforce Area/Sub-Area									
Applicant must show the services proposed in each local workforce area/sub-area by placing an "X" in the relevant box(es).									
Local Workforce Development Areas	Applicant must select at least one of the services in this section.				Applicant may select any of these additional services.				
	Adult Basic Education	Adult Secondary Education	English as a Second Language	Integrated English Literacy and Civics Education	Workplace Adult Education and Literacy	Family Literacy	Workforce Preparation Activities	Integrated Education and Training	Corrections Education
Adams									
Arapahoe/Douglas									
Boulder									
Denver									
Larimer									
Mesa									
Pikes Peak									
Tri-County									
Weld									
<b>Colorado Rural Workforce Consortium Sub-Areas</b>									
Broomfield Sub-Area									
Eastern Sub-Area									
Northwest Sub-Area									
Pueblo Sub-Area									
Rural Resort Sub-Area									
South Central Sub-Area									
Southeast Sub-Area									
Southwest Sub-Area									
Upper Arkansas Sub-Area									
Western Sub-Area									

## Eligibility Confirmation: Demonstrated Effectiveness Charts

---

Federal regulations governing AEFLA at 34 CFR §463.24 clarify that only an organization that has demonstrated effectiveness in providing adult education and literacy services is eligible to apply for AEFLA funds. Therefore, the Demonstrated Effectiveness Charts will be screened by CDE AEI staff as part of the initial Eligibility Confirmation to determine if the applicant is an eligible provider of demonstrated effectiveness. Only applicants whose eligibility is confirmed in the relevant proposed service type(s) will be eligible to submit an application that may be moved on for scoring consideration (if the application is complete). Applicants that do not provide sufficient evidence of demonstrated effectiveness for two years within the previous four years, meaning that the total “Percent Completing Level” in the chart below is at least 33%\*, will not be eligible to apply for this grant opportunity. Please note that, per 34 CFR § 463.190(d), sanctions to the state’s grant award are applied for failure to achieve adjusted levels of performance, which occurs when either: (1) Any overall State program score or overall State indicator score falls below 90 percent for the program year, or (2) Any of the States' individual indicator scores fall below 50 percent for the program year. The Measurable Skill Gains indicator target that was negotiated with the U.S. Department of Education for 2019-20 is 37%. In order for Colorado AEFLA programs to meet the current 2019-20 target, the Measurable Skill Gains rate must be at least 90% of 37%, which is 33% (rounded to the nearest whole). Therefore, Colorado set the minimum demonstrated effectiveness target at 33%.

In the case of applicants applying as a consortium, each member of a consortium must provide performance data to demonstrate effectiveness, so each member of a consortium must complete the Eligibility Confirmation Demonstrated Effectiveness charts contained in this section.

As part of the eligibility confirmation, applicants must provide two years of data/information\* within the following previous program years\*:

- July 1, 2015 – June 30, 2016
- July 1, 2016 – June 30, 2017
- July 1, 2017 – June 30, 2018
- July 1, 2018 – June 30, 2019

Applicants must provide two years of data within the last four program years\* on improving skills of all relevant participants in the proposed service type(s)\* in the following content domains:

- Reading
- Writing
- Mathematics
- English language acquisition

Applicants must also provide two years of data within the last four program years\* on outcomes of all relevant participants in the proposed service type(s)\* for:

- Employment
- Attainment of a secondary school diploma or its recognized equivalent, and
- Transition to postsecondary education and training

All applicants that have been previously funded under WIOA must provide the performance data that was reported to state as part of the grant (under WIOA section 116) to demonstrate effectiveness in the areas listed above. Applicants that have not been previously funded under WIOA must provide performance data to demonstrate effectiveness in the areas listed above. Please note that only adults ages 17 and older may be included in these data.

In the case of applicants applying as a consortium, each member of a consortium must provide performance data to demonstrate effectiveness in the areas listed above.

Please see Eligibility Confirmation: Demonstrated Effectiveness Charts for the required demonstrated effectiveness charts that must be completed as part of the eligibility confirmation. CDE AEI staff will review these data charts to confirm an applicant’s eligibility and will notify applicants of their eligibility by **Wednesday, March 3, 2020**.

### Demonstrated Effectiveness Table for Applicants that DO have NRS data

Educational Functioning Level (EFL) Outcomes	Two Consecutive Years (within the previous four years)					
	Number Enrolled		Number Completing Level		Percent Completing Level	
	20__ - 20__	20__ - 20__	20__ - 20__	20__ - 20__	20__ - 20__	20__ - 20__
ABE 1: Beginning Literacy						
ABE 2: Beginning Basic Education						
ABE 3: Intermediate Low						
ABE 4: Intermediate High						
ASE 5: Low						
ASE 6: High						
ESL 1: Beginning Literacy						
ESL 2: Beginning Low						
ESL 3: Beginning High						
ESL 4: Intermediate Low						
ESL 5: Intermediate High						
ESL 6: Advanced						
<b>TOTAL (ESL + ABE/ASE)</b>						
Secondary Diploma/Equivalent Outcomes	Number Enrolled		Number Earning Certificate		Percent Earning Certificate	
	20__ - 20__	20__ - 20__	20__ - 20__	20__ - 20__	20__ - 20__	20__ - 20__
High School Diploma						
High School Equivalency Diploma						
<b>TOTAL Obtaining a High School Credential</b>						
Postsecondary Outcomes	Number Enrolled		Number Transitioned		Percent Transitioned	
	20__ - 20__	20__ - 20__	20__ - 20__	20__ - 20__	20__ - 20__	20__ - 20__
Transition to Postsecondary Education or Training						
Transition to Workforce						



All applicants that do not have National Reporting System (NRS) data within the last four years must complete the following chart. Please note that only adults ages 17 and older may be included in this chart.

Demonstrated Effectiveness Table for Applicants that DO NOT have NRS data						
Grade Level Equivalent (GLE) Outcomes	Two Consecutive Years (within the previous four years)					
	Number Enrolled		Number Completing Level		Percent Completing Level	
	20__ - 20__	20__ - 20__	20__ - 20__	20__ - 20__	20__ - 20__	20__ - 20__
0–1 GLE						
2–3 GLE						
4–5 GLE						
6–8 GLE						
9–10 GLE						
11–12 GLE						
ESL 1: Beginning Literacy 0–1 GLE						
ESL 2: Beginning Low 1–2 GLE						
ESL 3: Beginning High 2–3 GLE						
ESL 4: Intermediate Low 3–4 GLE						
ESL 5: Intermediate High 4–5 GLE						
ESL 6: Advanced 5–6 GLE						
<b>TOTAL</b>						
Secondary Diploma/Equivalent Outcomes	Number Enrolled		Number Earning Certificate		Percent Earning Certificate	
	20__ - 20__	20__ - 20__	20__ - 20__	20__ - 20__	20__ - 20__	20__ - 20__
High School Diploma						
High School Equivalency Diploma						
<b>TOTAL Obtaining a High School Credential</b>						
Postsecondary Outcomes	Number Enrolled		Number Transitioned		Percent Transitioned	
	20__ - 20__	20__ - 20__	20__ - 20__	20__ - 20__	20__ - 20__	20__ - 20__
Transition to Postsecondary Education or Training						
Transition to Workforce						

## Application Format\*

- The total narrative (Sections A-I) of the application cannot exceed 17 or 21 pages, depending on the services that are applied for. Please see below for the required elements of the application. Note: Applications that exceed 21 pages will not be reviewed.
- All pages must be standard letter size, 8-1/2" x 11" using 12-point font and single-spaced with 1-inch margins and numbered pages.
- The signatures on the cover page must include the original signatures of three contacts.

Applicants Applying for:	Page Limit
Adult Education and Literacy Services (WIOA Sec. 222(a)(1)) <u>only</u>	17 Pages
Integrated English Literacy and Civics Education Program (WIOA Sec. 243) <u>or both</u> Adult Education and Literacy (WIOA Sec. 222(a)(1)) and Integrated English Literacy and Civics Education Program (WIOA Sec. 243)	21 Pages
Corrections Education and Education of other Institutionalized Individuals (WIOA Sec. 225) <u>or both</u> Integrated English Literacy and Civics Education Program (WIOA Sec. 243) <u>and/or</u> Adult Education and Literacy (WIOA Sec. 222(a)(1)) and Integrated English Literacy and Civics Education Program (WIOA Sec. 243)	21 Pages

### Consortia Applications

Applicants applying as a consortium (a coalition of organizations) must abide to the following:

- Applications must identify one agency that will act as the lead agency for the consortium. The lead agency shall submit a single application on behalf of the consortium that outlines a plan to provide adult education and literacy activities throughout the local workforce development area, explaining the roles and responsibilities of each member agency.
- The lead agency serves as the applicant agency of record, the legally recognized fiscal agent for the grant project, and the single point of contact for CDE. 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, including the requirement of each consortium member to provide demonstrated effectiveness data.

## Application Required Elements

The format outlined below must be followed in order to assure consistent application of the evaluation criteria. See evaluation rubric for specific selection criteria needed in Part II. Please note that applicants applying as a consortium must submit one application.

### Part I: Application Introduction:

Part IA: Cover Page - Applicant Information and Proposed Services

Table of Contents

Part IB: General Program Assurances Form

Part IC: 2020-2021 Local Accessible Design Assurances

Part ID: 2020-2021 Local Assessment Assurances

Part IE: 2020-2021 Local Attendance Assurances

Part IF: 2020-2021 Local Conflict of Interest Assurances

Part IG: 2020-2021 Local Data Entry Assurances

Part IH: 2020-2021 Local Professional Learning Assurances

Part II: 2020-2021 Local Distance Learning Assurances

**Part II: Narrative:**

Section A: Executive Summary

Section B: Educational Capacity

Section C: Quality of Services

Section D: Leveraging Data and Technology

Section E: Workforce Development and Partnerships

Section F: Budgeting and Financials

Section G: Local Workforce Development Board Review

Section H: Integrated English Literacy and Civics Education Program *(if applicable)*

Section I: Corrections Education and Education of other Institutionalized Individuals *(if applicable)*

**Required Attachments:**

Staff List

Class List

Partner List

AEFLA Budget

IELCE Budget (if applicable)

# Adult Education and Family Literacy Act (AEFLA)

Applications Due: Monday, April 27, 2020, by 11:59 pm MT

## Part IA: Cover Page - Applicant Information and Proposed Services

Lead Applicant Information			
Program Name			DUNS #
Mailing Address			LEA/BOCES Code (if applicable)
Website			
Organization Type			
<input type="checkbox"/> Local Educational Agency (LEA) <input type="checkbox"/> Community-Based Organization <input type="checkbox"/> Faith-Based Organization			
<input type="checkbox"/> Volunteer Literacy Organization <input type="checkbox"/> Institution of Higher Education <input type="checkbox"/> Public Non-Profit Agency			
<input type="checkbox"/> Private Non-Profit Agency <input type="checkbox"/> Library <input type="checkbox"/> Public Housing Authority			
<input type="checkbox"/> Other Non-Profit Type (if so, describe: _____)			
<input type="checkbox"/> Consortium or Coalition (if so, check the boxes of the relevant entities)			
<input type="checkbox"/> Partnership Between an Employer and an Entity (if so, check the box of the relevant entity)			
<input type="checkbox"/> Other			
Authorized Representative Information			
Name		Title	
Telephone		E-mail	
Signature			
Primary Program Contact Information (must be employed by the applicant) *			
Name		Title	
Telephone		E-mail	
Signature			
Fiscal Manager Information*			
Name		Title	
Telephone		E-mail	
Signature			
Total Funding Requested			
Previous Grant Information The following information will be verified by CDE and considered in the funding decision: *			
Has the applicant previously received the Adult Education and Family Literacy Act grant?			<input type="checkbox"/> Yes <input type="checkbox"/> No
If previously funded, were funds expended in a timely manner?			<input type="checkbox"/> Yes <input type="checkbox"/> No
If previously funded, were any unspent funds reverted back to CDE?			<input type="checkbox"/> Yes <input type="checkbox"/> No
If Yes, please enter the year(s) and amount(s) below (Add rows as needed):			
Year		Amount	

**Note:** 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.

Complete and attach after Cover Page. If needed, additional copies of this page should be attached in order to include each participating entity.

<b>Proposed Adult Education Services by Local Workforce Area/Sub-Area</b> Applicant must show the services proposed in each local workforce area/sub-area by placing an "X" in the relevant box(es).									
<b>Local Workforce Development Areas</b>	<b>Applicant must select at least one of the services in this section.</b>				<b>Applicant may select any of these additional services.</b>				
	<b>Adult Basic Education</b>	<b>Adult Secondary Education</b>	<b>English as a Second Language</b>	<b>Integrated English Literacy and Civics Education</b>	<b>Workplace Adult Education and Literacy</b>	<b>Family Literacy</b>	<b>Workforce Preparation Activities</b>	<b>Integrated Education and Training</b>	<b>Corrections Education</b>
Adams									
Arapahoe/Douglas									
Boulder									
Denver									
Larimer									
Mesa									
Pikes Peak									
Tri-County									
Weld									
<b>Colorado Rural Workforce Consortium Sub-Areas</b>									
Broomfield Sub-Area									
Eastern Sub-Area									
Northwest Sub-Area									
Pueblo Sub-Area									
Rural Resort Sub-Area									
South Central Sub-Area									
Southeast Sub-Area									
Southwest Sub-Area									
Upper Arkansas Sub-Area									
Western Sub-Area									

## Part IB: General Program Assurances Form

---

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

On \_\_\_\_\_ (date) \_\_\_\_\_, 2020, the Authorized Representative of \_\_\_\_\_ (organization name) \_\_\_\_\_ hereby agrees to the following general AEFLA program assurances:

- 1) The grantee will work with and provide requested data to CDE for the AEFLA grant within the time frames specified.
- 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 and that fiscal audits of this program will be conducted by the grantees as a part of their regular audits.
- 5) That if any findings of misuse of these funds are discovered, project funds will be returned to CDE.
- 6) The applicant will expend funds appropriated to carry out Title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding supplement and not supplant provisions).
- 7) The applicant will not use any funds made available under Title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not “eligible individuals” within the meaning of section 203(4) of WIOA; unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA.
- 8) The applicant will enter into a local memorandum of understanding with each Local Workforce Development Board in the local area(s) where funded services are provided, relating to the operations of the one-stop system, and will participate in the operation of the one-stop system consistent with the terms of the memorandum of understanding and the requirements of WIOA.
- 9) The applicant will use a portion of the awarded funds to maintain the one-stop delivery center, in accordance with the methods agreed upon by the Local Workforce Development Board and described in a memorandum of understanding or the determination of the Governor regarding State one-stop infrastructure funding.
- 10) 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 AEFLA grant. \*
- 11) The applicant will provide a description of how funds awarded under AEFLA will be spent according to the instructions outlined in the annual budget template.
- 12) The applicant will provide a description of any cooperative arrangements the eligible provider has with any other agencies, institutions, or organizations for the delivery of adult education and family literacy activities.
- 13) The applicant will retain sole responsibility for the project even if subcontractors are used to perform certain services.
- 14) The applicant will complete and submit an Annual Performance Report by the published due date.
- 15) The applicant will complete and submit an Annual Financial Report (part of the annual budget template) by the published due date.
- 16) The applicant will comply with all state policies and requirements, including but not limited to, adult basic education authorization; professional learning; learner assessment; accessible design; College and Career Readiness Standards implementation; and participation in statewide initiatives. \*
- 17) The applicant will maintain and use the LACES adult education reporting system, and submission of available data will be in accordance with National Reporting System (NRS) guidelines and guidelines set forth by the State.
- 18) The applicant will participate in program evaluation, including but not limited to: on-site reviews, data analysis, and desk monitoring in alignment with the Colorado WIOA State Plan. \*
- 19) The applicant will place high priority on evidence-based effective practices aimed at meeting or exceeding the

annual WIOA AEFLA performance targets (see Attachment E) for Colorado established by the Colorado Department of Education and the U.S. Department of Education’s Office of Career, Technical, and Adult Education.

- 20) The applicant understands and accepts that all AEFLA grant-funded programs are expected to contribute to Colorado’s performance targets (measurable skills gains, etc.) as negotiated with the U.S. Department of Education’s Office of Career, Technical, and Adult Education. Performance toward these targets may affect Colorado’s funding in subsequent years.
- 21) *(Applicable only if the grantee is applying for IELCE funding)* The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be delivered in combination with integrated education and training activities.
- 22) *(Applicable only if the grantee is applying for IELCE funding)* The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to (1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency and (2) integrate with the local workforce development system and its functions to carry out the activities of the program.

#### 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
- One-stop requirements are not fulfilled; funds are improperly used
- Consortia lead agency fails to follow responsibilities
- Program fails to update weekly input of program data and/or complete Annual Performance Reports and Annual Financial Reports in a timely manner
- Monitoring results indicate programmatic issues or evidence of noncompliance
- Program fails to reach performance accountability targets (refer to Attachment E for more information)

**NOTE:** If a local area/sub-area’s provider has their grant terminated, CDE may conduct a competition in that area, to award the remaining grant amount to a qualified provider. \*

Project modifications and changes in the approved budget must be requested in writing and be approved in writing by the CDE before expending funds.

Please contact Marti Rodriguez ([Rodriguez\\_M@cde.state.co.us](mailto:Rodriguez_M@cde.state.co.us) | 303-866-6769) and the assigned Adult Education Program Coordinator for any modifications.

_____ Name of Organization Authorized Representative	_____ Signature	_____ Date
_____ Name of Primary Contact	_____ Signature	_____ Date

## Part IC: 2020-2021 Local Accessible Design Assurances\*

---

### Introduction

To ensure educational and workforce services are provided at the highest levels of quality for the Adult Education and Family Literacy Act (AEFLA), the Office of Adult Education Initiatives (AEI) requires the following assurances. Applicants are required to sign and agree to these assurances in order to be eligible and considered for AEFLA funding. Agreement to these assurances ensures applicants commit to follow federal and state laws regarding AEFLA.

### Local Accessible Design Assurances

The purpose of the Local Accessible Design Assurance is to meet the US Department of Education's Section 427 of the General Education Provisions Act (GEPA), that ensures compliance with specified federal laws and regulations, including the Americans with Disabilities Act of 1990 (ADA). Under Section 427 of the GEPA, all applicants for AEFLA funding are required to describe how they plan to ensure equity of access and participation in their federally funded programs for learners, teachers, and other program beneficiaries with disabilities.

#### 1. Americans with Disabilities Act Accessibility

Grantees must evaluate the accessibility of the program's facilities for individuals with physical impairments and establish a transition plan, if necessary. Any new construction must be accessible. A site accessibility checklist is available to assist programs in determining if buildings are in compliance with the Americans with Disabilities Act (ADA).

**Initial:** \_\_\_\_\_

#### 2. Accessible Design Coordinator

Grantees must designate an Accessible Design Coordinator (ADC). ADCs at programs affiliated with larger organizations such as school districts or community colleges should coordinate with the Americans with Disabilities Act (ADA) Administrator within the larger organization.

**Initial:** \_\_\_\_\_

The Accessible Design Coordinator must fulfill the following responsibilities:

- Coordinating with the program director and larger organization, if applicable, to develop and implement a written procedure that describes the implementation of the CDE AEI Accessible Design Policy.
- Ensuring that learners are informed about the availability of accommodations as part of their enrollment process/orientation.
- Ensuring that program staff are fully trained on the Accessible Design Policy.
- Ensuring that instructional staff are supported with any accommodations required to meet learner needs.
- Ensuring that the program provides fully accessible services that meet reasonable criteria.
- Responding to questions and requests from individuals with disabilities.
- Collecting and securely filing documentation from the learner.
- Reporting and documenting needs of individuals with disabilities.
- Confidentially sharing current information about 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).
- Ensure that all individuals, including staff members, volunteers, and others connected to the program who work with individuals that have learners with disabilities and/or enter data or other documents sign a confidentiality statement to protect the rights of all individuals with disabilities.
- Documenting annual participation in training related to serving learners with disabilities, including the legal rights of learners with disabilities. Training could include on-site training opportunities provided by the Division of Vocational Rehabilitation (DVR) or other training providers, approved online resources such as Literacy Information and Communication System (LINCS), posted webinars, etc.



- Participating in AEI trainings for ADCs as requested/required. ADCs must complete the Programmatic Accessibility course within the first semester of hire and/or the assignment of ADC duties. Information for this course will be available from AEI.
- Additionally, the program and ADC may support instructional staff in differentiated instruction and strategies to employ with all learners.

Initial: \_\_\_\_\_

### 3. Information Disclosure and Testing

Grantees must provide all adults the opportunity to participate in orientation and assessment to determine if the program and its services are appropriate for their educational needs and abilities. This participation includes ensuring that the orientation facilitators and assessment administrators are aware of and able to use strategies and tools that provide a means of effective communication for individuals with disabilities.

Initial: \_\_\_\_\_

During the orientation and enrollment process, and **before** the administration of standardized pre-testing, the grantee must inform all learners about:

- the legal rights of individuals with disabilities to request reasonable accommodations
- the process for requesting accommodations
- the ADC's contact information

Initial: \_\_\_\_\_

Signs must be posted at each program site where orientation is conducted stating that the organization is an equal opportunity educational services provider. The sign must also identify the ADC, his/her/their contact information, and state that requests for accommodations from individuals with disabilities should be directed to the ADC.

Initial: \_\_\_\_\_

Grantees must allow an opportunity for adults with disabilities to initiate the **voluntary** disclosure of their disabilities and provide appropriate, current, documentation. Program staff may **NOT** attempt to encourage disclosure through direct nor indirect questions.

In a group setting, such as orientation, grantees may encourage learners to contact the ADC if the learners:

- have a 504 plan
- have an Individualized Educational Plan
- receive Supplemental Security Income (SSI)
- receive Social Security Disability Income (SSDI)

Grantees may also include a question similar to this on enrollment form as long as it is phrased as voluntary. If grantee chooses to ask these questions, please use the following WIOA disclaimer (or a substitute with the same meaning): "information gathered for enrollment is for demographics and is reviewed by the Accessible Design Coordinator for additional support and services. The information gathered is considered confidential and is kept in a secure location."

Initial: \_\_\_\_\_

Should an individual disclose a disability that would warrant testing accommodations at any point during the orientation or enrollment process, the grantee will wait to assess the individual until appropriate documentation has been requested and received to verify disability. Refer to the state Assessment Policy regarding accommodations during testing for individuals with disabilities.

Initial: \_\_\_\_\_

## 4. Data Management

Grantees must store written records of disabilities and/or chronic medical conditions locked and separate from learners' other records, for the time indicated in the Program Assurances Form and/or Grant Award Letter (GAL). Grantees must ensure that AEFLA paper and digital files are being kept for three years plus the current year.

Initial: \_\_\_\_\_

Grantees may only release confidential information about learners, such as their status as an individual with a disability, after a signed information release is obtained from the learner.

Initial: \_\_\_\_\_

Grantees must establish a secure and confidential data collection and data entry process to ensure that the following disability related information is accurately reflected in electronic or paper files:

- When collecting federally required Barriers to Employment data, program staff must include "disability" as a reporting option for learners to choose, and learner responses to Barriers to Employment questions must be reported in LACES. Staff using LACES that can view learner barriers to employment should be trained on how the local program maintains confidentiality and protects a learner's right to privacy.
- Whether the disability is documented (by a certified professional, including learners with Individualized Educational Plans (IEPs) from K-12 education) or undocumented;
- Accommodations provided during pre- and post-testing and instruction, as well as accommodations offered to, but refused, by learners with documented learning disabilities;
- As applicable, screening tool results for potential special learning needs, such as the Learning Needs Screening Tool (also known as the Washington 13).

Initial: \_\_\_\_\_

Grantees that screen for potential learning disabilities must establish a written procedure for how they screen for potential learning disabilities. In the space below, indicate with an "X" whether or not the grantee screen for potential learning disabilities.

\_\_\_\_\_ The grantee does not screen for potential learning disabilities.

\_\_\_\_\_ The grantee screens for potential learning disabilities. In the box below, provide the grantee's screening procedure. Include all of the following:

- the research-based screening tool(s) used;
- how learners are identified for screening;
- at what point the screening is conducted (e.g., during enrollment, after classes have started);
- how the screening is conducted (e.g. staff involved, location, and process); and post-screening steps.

Type response here. Box will expand.

Initial: \_\_\_\_\_

## 5. Distance Learning and Websites

Grantees must ensure that all online courses and websites are accessible. As defined by the ADA under Title II: [Web accessibility](#) means that websites, tools, and technologies are designed and developed so that people with disabilities

can use them. More specifically, people can: perceive, understand, navigate, and interact with the Web. [Course accessibility](#) as indicated by EDUCAUSE, means that an individual with a disability is given the opportunity to *acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally, and independently as a person without a disability.*

**Initial:** \_\_\_\_\_

**6. Accommodating Learners with Disabilities**

The program must provide a written notice in **all** promotional materials that the program protects the rights of individuals with disabilities by providing equal access to programs and services. The notice must include the ADC’s contact information.

**Initial:** \_\_\_\_\_

Service Animals may be allowed into the program. If a learner discloses that a Service Animal is need, the grantee is allowed to ask the learner if the animal is needed because of a disability, what that disability is and what the animal is trained to do.

**Initial:** \_\_\_\_\_

**7. Discontinuing Services to a Learner**

Grantees must establish an academic progress policy to allow the grantee to discontinue services to a learner when a determination can be made that the learner has not benefitted from instruction and when no educational level gain or measurable progress toward a stated goal can be measured. This policy must describe:

- the criteria the grantee uses to determine when a learner is not benefitting from instruction;
- the timeframe in which this determination is made;
- the process for communicating this to the learner;
- the process by which the grantee documents its efforts to adapt instruction to meet the needs of learners not benefitting from instructions;
- the process by which the grantee discontinues services to a learner; and
- the by which the grantee documents its efforts to refer learners exited from the program providers of services that may better fit the learner’s needs.

Grantees must write their academic progress policy below:

**Initial:** \_\_\_\_\_

**8. Materials**

The program must maintain an up-to-date list of resources in the community that support or provide services for individuals with disabilities. For example, the Division of Vocational Rehabilitation; organizations that offer training on using assistive technology; licensed staff who offer psycho-educational evaluations and reduced-cost vision and hearing exams.

**Initial:** \_\_\_\_\_

_____ Name of Local Accessible Design Coordinator	_____ Signature	_____ Date
_____ Name of Program Director	_____ Signature	_____ Date

## Introduction

To ensure educational and workforce services are provided at the highest levels of quality for the Adult Education and Family Literacy Act (AEFLA), the Office of Adult Education Initiatives (AEI) requires the following assurances. Applicants are required to sign and agree to these assurances in order to be eligible and considered for AEFLA funding. Agreement to these assurances ensures applicants commit to follow federal and state laws regarding AEFLA.

## Local Assessment Assurances

The purpose of the Local Assessment Assurance is to ensure AEFLA funded programs are meeting state assessment policy and test publisher guidelines, implementing consistent testing and security protocols, and providing an environment for learners to show an accurate representation of their skills through assessment. These assurances are enacted to ensure assessments administered at the local program level are valid (measuring what is intended to be measured), and reliable (yielding consistent results). The assurance ensure assessments are administered in a standardized and consistent way by all grantees. When test procedures are not followed correctly or consistently, validity is lost, and comparability is compromised. In addition, these assurances help ensure educational progress is tracked consistently, testing and security protocols are consistent to ensure comparability and quality data, instruction is informed and effective, and that state level outcome data is accurate.

### 1. Assessment Compliance

Local grantees must have the most current publisher test administration materials onsite for all approved assessments used at the program to ensure proper test use, administration, scoring, and interpretation of results. Guidelines within the administration materials must be followed by the grantee, including the scripts from the publishers for administering the assessments. Local grantees must always follow test administration practices and assessment publisher guidelines when administering these tests.

Initial: \_\_\_\_\_

Grantees may only use AEI-approved assessments and forms for determining Educational Functioning Levels (EFL) and demonstrating Measurable Skill Gain (MSG) through pre- and post-testing. Grantees must use scores from approved assessments when determining the class(es) in which to place learners and for planning instruction. Assessments being utilized for NRS reporting purposes cannot be used more frequently than within instructional hour windows prescribed by test publishers or for purposes other than those outlined above. Grantees are encouraged to utilize instructional-based assessments between pre- and post-testing to determine learner progress in addition to these approved assessments.

Initial: \_\_\_\_\_

The table below outlines assessments approved in the state assessment policy. In the table below, place an "X" next to each assessment and format the grantee will use within the program year.

Paper	Online	Assessment
		CASAS Life & Work Reading (80 series) - ESL
		CASAS Life and Work Listening (980 series) - ESL
		CASAS Goals Reading (90 series) - ABE/ASE
		CASAS Goals Math (90 series) - ABE/ASE
		TABE 11/12 (Reading, Language, and Math) - ABE, ASE

Initial: \_\_\_\_\_

## 2. Assessment Administration Training

Grantees must have at least one staff member who is trained to administer any assessments offered by the program. All assessments must be administered by trained assessment administrators. Administrators must receive initial training before administering tests and refresher training every two years. Grantees must submit training certificates of completion for initial and refresher training to their AEI Program Coordinator. Grantees must keep certificates and a program-level tracking sheet of the assessment trainings staff attended and when they are required to take a refresher assessment training on file.

**Initial:** \_\_\_\_\_

## 3. Using Proctors during Testing

The state assessment policy allows for the use of test proctors. In the space below, indicate with an “X” whether or not the grantee will use test proctors within the program year.

\_\_\_\_\_ The grantee does not use proctors for assessment.

\_\_\_\_\_ The grantee uses proctors for assessment.

Proctors are only utilized during test administration if a certified test administrator is present in the room. A proctor is a staff person or program volunteer who has not been formally trained in the administration of the assessment. Proctors may only hand out and collect materials, inventory materials, arrange the room, check learners in and get them seated, answer general procedural questions, and monitor learners as they are testing to ensure a positive, equitable testing environment. Proctors may not provide instructions at the beginning of a testing session, score tests, or advise learners on class placement based on their test scores.

**Initial:** \_\_\_\_\_

## 4. Maintain Testing Materials

Grantees must maintain a local inventory of all assessment materials. All assessment materials in the inventory, including test administration manuals and completed answer sheets (which contain marks or responses) must be stored in a locked, preferably fireproof, file cabinet accessible to the program director or the director’s designee(s).

**Initial:** \_\_\_\_\_

All assessment materials are protected under copyright. No duplication of any published materials or any portion of any published test materials is permitted for any reason. Grantees may not use displays, questions, or answers that appear on any test to create materials designed to teach or prepare learners to answer test items.

**Initial:** \_\_\_\_\_

Staff members who administer assessments must return all materials immediately after use to the program director or the director’s designee(s). All answer sheets and scratch paper must be treated as confidential until appropriately destroyed, as outlined below.

**Initial:** \_\_\_\_\_

Destruction of unusable, defaced, or outdated (longer than three years) testing materials in the local assessment inventory must follow assessment publisher guidelines.

- For TABE, materials must be shredded or burned.
- For CASAS, materials can be shredded and an email with the quantity and types of materials destroyed must be sent to CASAS ([orders@casas.org](mailto:orders@casas.org)). Materials may be returned to CASAS for destruction. To do so, an email must be sent to Bob Kringle ([bkringle@casas.org](mailto:bkringle@casas.org)) to notify him with the amount of forms and the type of forms to be destroyed. Then, the documents are mailed to 5151 Murphy Canyon Rd., Suite 220 San Diego, CA 92123-4339.

Upon destruction, the assessment materials inventory must be updated with the following information:

- Materials destroyed (e.g., five 36-M test booklets)

- Name of the staff person that destroyed the materials
- Date of destruction of the materials
- How the materials were destroyed (e.g., shredded)

Initial: \_\_\_\_\_

## 5. Accommodating Learners with Disabilities

Grantees must inform learners of the availability of accommodations during initial enrollment and orientation, and grantees must provide learners fully accessible services that meet reasonable criteria. Grantees must provide testing accommodations for eligible learners with disabilities that allow the test taker with a disability to demonstrate his or her skills and abilities more accurately than if no accommodations were made. In all cases, testing accommodations must meet the needs of the eligible learner without changing what the test is intended to measure.

Adult learners with disabilities are responsible for requesting accommodations and for submitting documentation of their disability at the time of registration, program entry, or after the professional evaluation takes place. Grantees must maintain documentation of the need for specific testing accommodations as confidential information and securely store that documentation separate from other learner records. The documentation must show that the disability interferes with the learner's ability to demonstrate performance on the assessment. The documentation must come from a doctor's report, a diagnostic assessment from a certified professional, documentation from a vocational rehabilitation agency, and/or the learner's secondary school. Recommended accommodations listed in the documentation provided must be followed. Test administrators must report that an individual received testing accommodations in LACES per the LACES Data Dictionary. For assessment purposes, grantees must use only those accommodations approved by the publisher.

- **CASAS:** <https://www.casas.org/training-and-support/testing-guidelines/accommodations-guidelines>
- **TABE:** [http://tabetest.com/PDFs/TABE Guidelines to Inclusive Testing 2017.pdf](http://tabetest.com/PDFs/TABE_Guidelines_to_Inclusive_Testing_2017.pdf)

Initial: \_\_\_\_\_

## 6. Demonstrating Educational Gain by Pre- and Post-testing

Grantees must use the TABE Locator and/or the CASAS Appraisal prior to issuing the assessment. Pre-tests must be administered on forms indicated by the Locator or Appraisal results. Each assessment has approved level forms that have an alternate form for post-testing. Tests, including the Locator and Appraisal, must follow the recommended testing environment outlined in publisher guidance.

Initial: \_\_\_\_\_

All learners must be pre-tested at initial intake and each new Period of Participation (PoP). Pre-tests occur prior to instruction taking place. Learners are assessed in reading, language, or math (but not necessarily in all three content areas).

Initial: \_\_\_\_\_

Learners must be placed into classes based on pre-test results. The state assessment policy allows for the additional information about learners to inform class placement. In the space below, indicate with an "X" whether or not the grantee will use additional information to inform class placement within the program year.

\_\_\_\_\_ The grantee does not use additional information about learners to inform class placement.

\_\_\_\_\_ The grantee does use additional information about learners to inform class placement. If using additional information about learners to determine class placement, list the information/criteria below that are used:

Type response here. Box will expand.

Initial: \_\_\_\_\_

Any CASAS pre-test which results in the EFL “Completed ESL L6” cannot be used for EFL or class placement, and these learners must be re-tested on an ABE assessment (CASAS GOALS or TABE).

**Initial:** \_\_\_\_\_

Learners are not eligible to post-test until they complete an appropriate number of instructional hours per content area. The state assessment policy allows grantees to set the hours threshold at which they will consider learners to be post-test eligible within the test publishers recommended range. In the space below, indicate with an “X” whether or not the grantee will set post-testing thresholds higher than the publishers’ minimums of 40 instructional hours in the content area for any groups of learners (i.e. levels, subject areas, learner with attendance challenges, etc.) within the program year.

\_\_\_\_\_ The grantee post-tests all learners at 40 instructional hours in the subject area.

\_\_\_\_\_ The grantee uses different instructional hour requirements for some or all learners. If using different instructional hour requirements, list those by each group of learners (i.e. levels, subject areas, learner with attendance challenges, etc.) number of hours for each information below. Please note that the post-testing threshold(s) must exceed the test publishers’ minimums:

Type response here. Box will expand.
--------------------------------------

**Initial:** \_\_\_\_\_

All learners who attain the instructional hour requirements outlined above, who did not initially place into or remediate into ABE Level 6 in a subject area, are considered eligible to post-test in that subject area. Learners who plan to take, or who have taken, an HSE test in a subject area must still be post-tested in all subject areas in which they are receiving instruction if eligible under the instructional hour requirements outlined above.

**Initial:** \_\_\_\_\_

If multiple content areas are assessed through pre-testing, and the learner receives instruction in those subject areas, the learner must be post-tested, each time they are eligible in each subject area in which they are receiving instruction.

**Initial:** \_\_\_\_\_

Post-tests must be administered face-to-face between the test administrator and the learner. Grantees must administer post-tests to learners who reach instructional hour requirements by the end of a semester, term, quarter, or other substantial block of instruction to document learner gains. Program class schedules must be developed so that it is feasible for the majority of learners, 60% of all WIOA Title II participants annually, to reach the required instructional hours and be able to post-test.

**Initial:** \_\_\_\_\_

When post-testing, an alternate form must be used unless 6 months (180 days) have passed since the learner was last assessed on a form. If a learner is eligible to be post-tested and has already been post-tested on an alternate form, the grantee must contact their AEI Program Coordinator to request any same form post-tests. Otherwise the grantee waits until 6 months (180 days) have passed before post-testing the learner on the same form.

**Initial:** \_\_\_\_\_

Under the following circumstances, a learner is re-tested before being placed into or continuing with classes:

- A test score is out of range by publisher guidelines.
- A learner has returned to the program after a 90 or more day gap in attendance.
- A learner has continued (no 90+ day attendance gap) from the prior program year into a new program year and, it has been more than 3 months (90 days) since their last assessment.
- A test score is invalidated due to non-completion or cheating.

**Initial:** \_\_\_\_\_

Learners are advanced through classes based on post-test scores. The state assessment policy allows grantees to use additional evidence to determine what class a learner is transitioned into. In the space below, indicate with an “X” whether or not the grantee uses additional evidence to determine what class a learner is transitioned into within the program year.

\_\_\_\_\_ The grantee transitions learners between classes based on test scores only.

\_\_\_\_\_ The grantee uses evidence in addition to test scores to transitioned learners between classes. If using different additional evidence, list that information below:

Type response here. Box will expand.

Initial: \_\_\_\_\_

## 7. Early Post-Testing

Grantees may only post-test learners who have not reached the required minimum number of instructional hours under limited and special circumstances. The learner must meet one of the following criteria to be post-tested prior to completing the required number of hours in a subject area:

- The learner is exiting the program permanently; or
- Evidence indicates readiness to demonstrate measurable skill gain.

Initial: \_\_\_\_\_

Grantees must document each post-testing exception. [Early Post-Test forms](#) must be filled out and signed by the program director or a designee before early post-testing occurs. Completed and signed forms must be uploaded into the statewide database at the same time early post-test scores are entered.

\_\_\_\_\_ The program director does not designate the ability to sign Early Post-Test forms to anyone else.

\_\_\_\_\_ The program director designates the ability to sign Early Post-Test forms to the following individual(s):

Type response here. Box will expand. Include designee(s) full name, title, and reason for allowing the individual(s) to sign forms (e.g., only administer at a particular site)

Initial: \_\_\_\_\_

## 8. Assessment Scores from Other Entities

The state assessment policy allows grantees to accept test scores from other organizations. Test scores from other entities must adhere to the Colorado Assessment policy, including which assessments are allowable. Scores from assessments not included in the Colorado Assessment policy cannot be accepted from other entities. In the space below, indicate with an “X” whether or not the grantee accepts test scores from other organizations.

\_\_\_\_\_ The grantee does not accept assessment scores from other organizations.

\_\_\_\_\_ The grantee accepts assessment scores from other organizations.

All test scores received from partner organizations must follow the state requirements on assessment delivery and the grantee must ensure that all results are obtained in a timely manner, in order to minimize unnecessary lag time between testing and the delivery of instructional services.

Tests administered by other entities may only accepted by the grantee if:

- The test is an approved assessment listed in the state assessment policy;
- The test was administered within the previous 3 months;
- The test was administered by an individual who meets test administrator requirements outlined in the state assessment policy;
- The learner was given a locator/appraisal prior to pre-testing; and
- All test procedures, e.g., time limits, etc., were followed.

Initial: \_\_\_\_\_



## 9. Data Entry and Quality Control Procedures

Grantees must track instructional hours between pre- and post-testing per content/subject area and must be entered into the statewide data reporting system, LACES, within one week of instructional delivery.

**Initial:** \_\_\_\_\_

All AEI-approved assessments a learner takes are reported in LACES within one week of test administration. This includes re-tests, tests resulting in an invalid score, tests administered early and tests administered on the same form within a 6 month period.

**Initial:** \_\_\_\_\_

To ensure consistent data reporting statewide, and to monitoring and track learner progress, grantees must follow the guidelines in the state assessment policy for recording instructional hours in LACES.

**Initial:** \_\_\_\_\_

If an assessment needs to be deleted due to a data entry error, the LACES System Administrator emails their AEI Program Coordinator with the following information:

- Student ID
- Test Name (including form, level and subject area)
- Test score
- Test administration date (as entered in LACES)
- Rationale for why the assessment needs to be deleted

**Initial:** \_\_\_\_\_

Learner assessment results remain confidential. When results are shared with instructional staff, all parties ensure that learner records are secure. Grantees maintain data sharing agreements and signed consent forms from learners before sharing any learner test data outside of the AEFLA program.

**Initial:** \_\_\_\_\_

## 10. Instructional Hours and Distance Learning

The AEFLA grant allows instruction to occur via distance technology if approved by the AEI Office. Learners receiving instruction via distance learning must adhere to the same assessment and instructional hour requirements described for learners receiving face-to-face instruction. Pre- and post-tests must be administered face-to-face for distance learners. Both contact and proxy hours as defined in the state distance learning policy are reported and count towards the post-testing instructional hour requirements. In the space below, indicate with an "X" whether or not the grantee is approved to deliver distance learning

\_\_\_\_\_ The grantee is not approved to deliver distance learning.

\_\_\_\_\_ The grantee is approved to deliver distance learning. If using approved, list all distance learning platforms below:

Type response here. Box will expand.

**Initial:** \_\_\_\_\_

\_\_\_\_\_  
Name of Local Assessment Coordinator

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of Program Director

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## Part IE: 2020-2021 Local Attendance Assurances\*

---

### Introduction

To ensure educational and workforce services are provided at the highest levels of quality for the Adult Education and Family Literacy Act (AEFLA), the Office of Adult Education Initiatives (AEI) requires the following assurances. Applicants are required to sign and agree to these assurances in order to be eligible and considered for AEFLA funding. Agreement to these assurances ensures applicants commit to follow federal and state laws regarding AEFLA.

### Local Attendance Assurances

Learner eligibility, intake, orientation, instructional hours, and attendance are important for the success of the AEFLA program. To align with instructional priorities outlined in the Workforce Innovation and Opportunity Act (WIOA) and the needs of adult learners across the state, the Office of Adult Education Initiatives (AEI) has developed the following attendance assurances.

#### 1. Learner Eligibility

Under the Workforce Opportunity Act (WIOA), an eligible individual in AEFLA programs includes an individual:

- a. who has attained 16 years of age;
- b. who is not enrolled or required to be enrolled in secondary school under State law; and
- c. who –
  - i. is basic skills deficient;
  - ii. does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
  - iii. is an English language learner (WIOA, sec. 203(4)).

The grantee must ensure that learners only attend AEFLA-funded programs if they meet these requirements.

**Initial:** \_\_\_\_\_

**Serving 16-year-olds in Colorado.** WIOA Section 203(4)(B) requires that the individual is not required to be enrolled in secondary school under State law. Per §22-33-104 in the Colorado Revised Statutes, every child under the age of 17 shall attend public school for at least a certain number of hours defined in statute during each school year unless an exception has been provided under state law. In order to serve 16-year-olds, the grantee must ensure that one of the following exceptions is documented per [the procedures for serving 16-year-olds required on the AEI website](#):

- a. Condition of probation §18-3-204(2.3)
- b. Condition of parole §19-2-27 and 19-2-1002(1)
- c. In custody of court or law enforcement authorities §22-33-104(2)(f)

**Initial:** \_\_\_\_\_

#### 2. Intake and Orientation

The grantee must ensure that intake and orientation align with the managed enrollment process and with assessment schedules. The managed enrollment process must include clear intake and orientation dates scheduled in advance that can be shared with new learners.

**Initial:** \_\_\_\_\_

The grantee must ensure all learner intake/registration forms contain all federally and state-required fields. The grantee may use the [SAMPLE AEFLA/IELCE Enrollment Intake Form](#), or an alternate form, as long as all required data components are included.

**Initial:** \_\_\_\_\_

Grantees must submit their intake/registration form, any data sharing consent or disclosure forms, and any forms learners are asked to sign to the AEI Office for review.

**Initial:** \_\_\_\_\_

\_\_\_\_\_ The grantee does not maintain a waitlist.

\_\_\_\_\_ The grantee maintains a waitlist. The grantee must ensure that the waitlist process is consistently and equitably applied to all adults seeking services at the program.

**Initial:** \_\_\_\_\_

The grantee must ensure that topics addressed during orientation include:

- What the orientation process looks like
- Intake information, including information about and how to complete forms
- Importance of collecting Social security numbers (but that they are not required for services)
- Data privacy and consent to share
- Description of barriers to employment
- Free programming
- Assessment and class schedules
- Attendance requirements
- Addressing barriers to participation, including referrals to support services
- Requesting accommodations, including Accessible Design Coordinator contact information
- College and Career pathways

**Initial:** \_\_\_\_\_

The grantee must ensure that orientation is delivered in multiple forms to address the needs of learners with disabilities.

**Initial:** \_\_\_\_\_

### 3. Instructional Hours

The grantee must ensure that programming is of sufficient intensity (the hours of instruction per month) and duration (the months of engagement in instruction)<sup>2</sup> for students to achieve learning gains.

**Initial:** \_\_\_\_\_

The grantee must ensure for short-term learners (learners who will attend a term that is 10 weeks or less), that programming offers 10 hours of level- and content-specific instructional time each week (for a total of at least 100 hours in a term). Instructional time can be accessed through classroom time, distance learning, or a combination of the two.

**Initial:** \_\_\_\_\_

The grantee must ensure for long-term learners (learners who will attend a term that is 11 weeks or longer), that programming offers 8 hours of level- and content-specific instructional time each week (for a total of at least 120 hours in a term). Instructional time can be accessed through classroom time, distance learning, or a combination of the two.

**Initial:** \_\_\_\_\_

The grantee must ensure that learners are able to meet the required hours of instruction for post-testing (as outlined in the Local Assessment Assurances) within a given term.

**Initial:** \_\_\_\_\_

The grantee must ensure that programming is offered year-round and minimize breaks to no longer than one month.

**Initial:** \_\_\_\_\_

---

<sup>2</sup> Comings, J. (2007). Persistence: Helping adult education students reach their goals. *Review of Adult Learning and Literacy*, 7.

The grantee must submit a class schedule for review by AEI. This schedule must be submitted annually through the continuation process, as well as any time updates are made to the schedule.

**Initial:** \_\_\_\_\_

#### **4. Attendance Policy**

The grantee must ensure that there is an attendance policy in place for all AEFLA programming that promotes the achievement of measurable outcomes.

The grantee must ensure that the local assessment policy includes:

- an expectation that learners will attend all class hours
- procedures for learners to report absences
- follow-up procedures for staff to reach out after a required amount of absent hours of instruction and for determining if additional support services are required
- provisions for learner dismissal if the attendance policy is not followed

**Initial:** \_\_\_\_\_

The grantee must submit the local attendance policy to AEI for review.

**Initial:** \_\_\_\_\_

---

Name of Program Director

---

Signature

---

Date

## Part IF: 2020-2021 Local Conflict of Interest Assurances\*

---

### Introduction

To ensure educational and workforce services are provided at the highest levels of quality for the Adult Education and Family Literacy Act (AEFLA), the Office of Adult Education Initiatives (AEI) requires the following assurances. Applicants are required to sign and agree to these assurances in order to be eligible and considered for AEFLA funding. Agreement to these assurances ensures applicants commit to follow federal and state laws regarding AEFLA.

### Conflict of Interest Policy

The purpose of the conflict of interest policy is to ensure AEFLA funded programs maintain written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award, and administration of contracts.

*Grantees must agree to the all of the following:*

1. No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a Federal award if he or she has a real or apparent conflict of interest. This conflict of interest arises when an individual or his/her immediate family, partner, or organization which employs or is about to employ any party indicated, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.
2. The grantee's standards outline the following people that are subject to this conflict of interest policy:
  - Employees
  - Officers
  - Agent
3. The grantee's standards outline the following actions, regarding federal and state contracts, which are subject to this conflict of interest policy:
  - the individual
  - the individual's immediate family
  - the individual's partner
  - the individual's organization which employs any party indicated
  - the individual's organization which is about to employ any party indicated
4. The grantee's standards outline the following interests that are subject to this conflict of interest policy:
  - Financial interest in a firm considered for a contract
  - Other interest in a firm considered for a contract
  - Tangible personal benefit from a firm considered for a contract

---

Name of Program Director

---

Signature

---

Date

## Part IG: 2020-2021 Local Data Entry Assurances\*

---

### Introduction

To ensure educational and workforce services are provided at the highest levels of quality for the Adult Education and Family Literacy Act (AEFLA), the Office of Adult Education Initiatives (AEI) requires the following assurances. Applicants are required to sign and agree to these assurances in order to be eligible and considered for AEFLA funding. Agreement to these assurances ensures applicants commit to follow federal and state laws regarding AEFLA.

### Local Data Entry Assurances

Data collection and reporting are essential components of the accountability system for grantees. AEFLA grantees are required to use the statewide data reporting system, LACES. Local data procedures are necessary to ensure grantees and AEI meet state and federal data reporting requirements.

Therefore, *applicants must initial, sign, and agree to the all of the following assurances to be eligible for AEFLA funding.* A grantee's completion of this form indicates that the grantee takes legal responsibility for upholding the assurances included in this assurance and it is understood that a violation of these assurance can result in grant termination.

#### 1. Local LACES System Administrator Duties

The grantee must assign a staff person to be the Local LACES System Administrator. All AEI updates and LACES announcements must be shared with the Local LACES System Administrator and any other relevant data entry staff. The Local LACES System Administrator must:

- Attend all AEI LACES training.
- Manage all user access to the grantee's LACES database by sending email requests for new users to the grantee's AEI Program Coordinator.
- Manage all user access to the grantee's LACES database by sending email requests to disable user permissions to the grantee's AEI Program Coordinator.
- Document LACES user permissions on the AEFLA Staff List.
- Ensure all staff are properly trained in the use of LACES and the requirements of the Local Data Entry Assurances.
- Ensure that data errors in the LACES Monthly Monitoring dashboard widgets are corrected or documented through comments in learner records by the second Friday of each month.

**Initial:** \_\_\_\_\_

#### 2. Intake/Registration Data Entry

All learner intake/registration forms must be reviewed by the grantee for completeness and accuracy before entering the data into LACES, including but not limited to checking for existing learner records before creating new learner records (to prevent duplicates).

**Initial:** \_\_\_\_\_

The grantee must ensure all learner intake/registration forms are entered into LACES before learners are enrolled into and attend classes.

**Initial:** \_\_\_\_\_

The grantee must ensure all intake data is reviewed and updated for returning and continuing learners each new Fiscal Year and/or Period of Participation (PoP) and ensure any changes to returning and continuing learner intake data are entered in LACES before learners return to class.

**Initial:** \_\_\_\_\_

### 3. Assessment Data Entry

The grantee must ensure all learner assessment data is entered into LACES no less than 1 week after test administration.

**Initial:** \_\_\_\_\_

All assessment data must be reviewed, by the grantee, for completeness and accuracy before entering the data into LACES, including but not limited to checking for existing test records before creating new test records (to prevent duplicates) and confirming the accuracy of tests subject areas, levels, series, forms, scores, and assessment dates.

**Initial:** \_\_\_\_\_

The grantee must enter all NRS tests administered to AEFLA allocation, match, or program income funded learners into LACES, including tests that resulted in an out-of-range score, post-tests administered early, and post-tests administered on the same form.

**Initial:** \_\_\_\_\_

The grantee must not enter tests scores received from partnering organizations into LACES unless the grantee has verified that the tests administration met the requirements outlined in the state assessment policy.

**Initial:** \_\_\_\_\_

The grantee must ensure all learners are pre-tested before being admitted to class each new fiscal year or Period of Participation (PoP). The grantee must not push assessments forward into a new fiscal year or PoP unless the tests administration occurred within the previous 3 month period.

**Initial:** \_\_\_\_\_

The grantee must complete an [Early Post-Test Form](#) before early post-testing a learner. The grantee must ensure all approved Early Post-Test forms are uploaded into LACES when a learner's early post-test is entered into LACES.

**Initial:** \_\_\_\_\_

For any test administration errors (early post-tests without a pre-approved Early Post-test Form and same form post-tests) the grantee must ensure a comment is added to the learner record with an explanation of the error that occurred and how program staff will avoid similar test administration errors going forward.

**Initial:** \_\_\_\_\_

For any re-tests that given to address an out of range score or a test invalidated due to cheating or testing disruptions, the grantee must ensure a comment is added to the learner record explaining what occurred to necessitate a re-test, which assessment was out-of-range or invalid, and which test is the valid re-test.

**Initial:** \_\_\_\_\_

For assessment data entry errors, the grantee must ensure that an email request is sent to the grantee's AEI Program Coordinator to request a test deletion. Before requesting a test deletion, the grantee must ensure the corrected assessment record has been entered into LACES (if applicable). The email request must include:

- Student ID
- Test Name (including form, level and subject area)
- Test score
- Test administration date (as entered in LACES)
- Rationale for why the assessment needs to be deleted

**Initial:** \_\_\_\_\_

## 4. Attendance Data Entry

The grantee must ensure all classes delivered with AEFLA allocation, match, or program income funding are reported in LACES. The grantee will ensure that all classes reported in the grantee's class list are entered as individual class records in LACES with matching start and end dates, titles, program types, addresses, and class times.

**Initial:** \_\_\_\_\_

The grantee must ensure that instructional hours are tracked for both assessments administered and instructional hours attended by subject area separately and at the daily level. Attendance must be entered into LACES no less than one week after the class or assessment takes place.

**Initial:** \_\_\_\_\_

The grantee must review all attendance data for completeness and accuracy before entering the data into LACES, including but not limited to checking for existing attendance records before creating new records (to prevent duplicates) and confirming the accuracy the number of hours entered for each record.

**Initial:** \_\_\_\_\_

The grantee must ensure that approval for distance learning hours is requested and received from the AEI Office before recording distance learning hours in LACES. The grantee must report distance learning hours as distance learning within a subject area in LACES. The grantee must ensure that distance learning is reported weekly and at the daily level unless approved by the AEI Office to track and report mastery model hours.

**Initial:** \_\_\_\_\_

The grantee must ensure that no less than quarterly intake, assessment, and attendance data are reviewed to inform program and instructional design and delivery, including but not limited to increasing persistence and retention, improving intake/orientation and class schedules, improving instructional quality, and increasing supports to address learner barriers.

**Initial:** \_\_\_\_\_

The grantee must ensure that no less than quarterly LACES data is reviewed to determine whether or not the grant program is on track to meet or exceed enrollment targets, post-testing targets, and Measurable Skill Gain targets.

**Initial:** \_\_\_\_\_

## 5. Data Privacy

Safeguards must be implemented to protect the privacy of learner data. If the grantee shares learner data with other entities outside of the grant program, including other AEFLA grantees, signed consent must be obtained from learners first, and the consent must outline the purposes and details of the data sharing and its uses.

**Initial:** \_\_\_\_\_

The grantee must ensure all paper files containing learner data are stored in a secure, locked location. The grantee must also ensure that all digital files containing learner data are kept in locked/password protected formats.

**Initial:** \_\_\_\_\_

_____ Name of Local LACES System Administrator	_____ Signature	_____ Date
_____ Name of Program Director	_____ Signature	_____ Date



## Part IH: 2020-2021 Local Professional Learning Assurances\*

---

### Introduction

To ensure educational and workforce services are provided at the highest levels of quality for the Adult Education and Family Literacy Act (AEFLA), the Office of Adult Education Initiatives (AEI) requires the following assurances. Applicants are required to sign and agree to these assurances in order to be eligible and considered for AEFLA funding. Agreement to these assurances ensures applicants commit to follow federal and state laws regarding AEFLA.

### Local Professional Learning Assurances

The purpose of the Local Professional Learning Assurance is to ensure AEFLA funded programs are aligned with the administrative and instructional practice priorities outlined in the Workforce Innovation and Opportunity Act. A [bibliography](#) compiled by the American Institutes for Research (AIR) and located on LINCS website provides a summary of research relevant to promoting adult education instructor effectiveness. The [professional learning system framework](#) provided by the Aspen Institute furthers the understanding that standards-aligned, program-supported professional learning for all staff ensure enhanced quality of both service and instruction.

Professional Learning is the means by which instructors, administrators and other grantee staff acquire, enhance or refine knowledge, skills and dispositions necessary to increase program effectiveness and learner outcomes. The focus of these professional learning requirements is to provide all grantee staff with the relevant level of WIOA Title II knowledge to effectively implement their roles, in addition to establishing and fostering leadership pathways for adult educators. Grantees are expected to engage in the establishment and operation of high-quality professional learning programs focused on the improvement of local instructional practices and services.

Based on information and resources compiled by [LINCS](#), high-quality professional learning activities:

- utilize data-driven planning and evaluation processes that support continuous improvement;
- provide clear feedback on educator performance and progress in serving students;
- ensure all adult educators have access to the content topics, listed below;
- differentiate content to address the varied needs of practitioners;
- build knowledge and peer relationships through collaborative learning;
- focus on specific academic and programmatic content; and
- provide learning in an intensive, ongoing, and connected to practice (job-embedded) context.

High-quality professional learning activities should also center on research and evidence-based practices, and may take the form of regularly scheduled data team meetings, communities of practice (CoPs), focused classroom observations, workshops/trainings, online courses, webinars, etc.

The content of professional learning activities must support the implementation and improvement of research and evidence-based practices at the local and classroom level.

Potential content topics include, but are not limited to:

- specific needs of adult learners
- English language acquisition instruction
- instruction based on the best practices derived from research
- effective practices in reading, writing, speaking, and mathematics instruction
- essential components of reading instruction
- strategies to improve literacy skills
- strategies to support learners with disabilities
- strategies to support English language learners
- leveraging technology
- effective distance education practices, including how to increase the amount and quality of learning

- facilitating transitions to college and career
- career pathways
- available education, training and social service resources in the community
- integrating literacy and English language instruction with occupational skills training
- College and Career Readiness Standards and English Language Proficiency Standards
- adult skills and literacy assessments used in the state
- civics education activities
- Integrated English Literacy and Civics Education (IELCE)
- workforce preparation activities
- Integrated Education and Training

## 1. Professional Learning Coordinator Duties

Grantees must designate a Professional Learning Coordinator (PLC). The PLC must fulfill the following responsibilities:

- provide guidance in professional learning
- assess local program performance
- gather data regarding teacher and student needs (which would determine appropriate professional learning training activities)
- offer training or contract/work with other experienced professionals to do so
- share local, state and national training opportunities
- guide instructional staff members in the Adult Basic Education Accreditation initial and renewal processes
- report ABEA credentials within documents required and provided by AEI (e.g., staff list).

**Initial:** \_\_\_\_\_

The PLC must provide a professional learning plan for each staff member, including the leaders of the grantee (e.g., director, manager, coordinators).

**Initial:** \_\_\_\_\_

The PLC works with other grantee administrators to ensure all staff are trained on all relevant AEFLA policies.

**Initial:** \_\_\_\_\_

The PLC supports grantee administration to observe the instruction of each instructor on staff.

**Initial:** \_\_\_\_\_

## 2. Professional Learning Plans

Grantees must have a documented professional learning plan for how they organize and implement local professional learning activities. Plans should include details on how program-wide professional learning needs and opportunities will be identified; how professional learning activities will be integrated into program-wide practices; how the activities support local implementation of research- and evidence-based practices; how the program will facilitate instructor engagement with professional learning; and how the activities will be evaluated for improvement and sustainability. The plan must be available to AEI staff upon request.

**Initial:** \_\_\_\_\_

Professional learning plans should include details on how program-wide professional learning needs and opportunities will be identified; how professional learning activities will be integrated into program-wide practices; how the activities support local implementation of research- and evidence-based practices; how the program will facilitate instructor engagement with professional learning; and how the activities will be evaluated for improvement and sustainability.

**Initial:** \_\_\_\_\_

Additionally, programs should track specific information regarding any professional learning offerings staff attend, whether internal or external. This includes the offering’s name, date, description, rationale for offering/selection, attendance information, format, and length (hours).

This summary information serves two purposes. First, it helps to scaffold and assist instructors in meeting the requirements for renewing their Adult Basic Education Authorization. Guidance on acceptable license/authorization renewal activities in this context can be found on [CDE’s Educator Licensing’s Professional Development and Continuing Education Units \(CEUs\) page](#). Tracking this information will also benefit programs when assessing professional learning needs and reporting on their professional learning activities.

Each program is responsible for documenting/tracking this information as it pertains to their staff. As a result, specifics on how these different requirements are documented is up to individual programs and what works best for them.

Briefly describe how professional learning will be tracked:

Type response here. Box will expand.

Initial: \_\_\_\_\_

3. Staff Professional Learning Requirements

The grantee must ensure that each staff member participating in federally grant funded activities complete the relevant required annual professional learning, so staff members have an understanding of the grant requirements. In order to do so these positions must complete the training(s) and earn the certificate(s) for each of the staff and grantee contact types listed below. Each administrative role will have a training, online courses, webinars, and other training opportunities that will provide certificates that meet the training requirements for these positions. Trainings may be provided and/or endorsed by AEI.

Initial: \_\_\_\_\_

Training and attendance certificates for grantee staff will be documented in the annual professional learning plan, which will also serve as evidence to meet all required meetings and training each year.

Initial: \_\_\_\_\_

If a grantee contact is the same year to year, only training recertification may be required to earn a current certificate. These recertification training will be required only if requirements/policies have changed. Changes to required trainings will be made through updated Local Professional Learning Assurances and/or AEI Updates.

Instructional Staff

Instructional staff are required to complete a minimum of six professional learning activities per program year. These activities can be in the form of courses for the Adult Basic Education Authorization (ABEA), workshops, conference attendance, community of practice participation, etc.

ABEA renewal will occur every five years. The renewal process will require that the instructor who is renewing attend professional learning activities that equate to 90 hours of professional learning, and must provide documentation on how the 90 hours of professional learning has improved learner retention and measurable skill gains within their classroom. The documentation may be submitted to AEI in the form of a report that includes an explanation of the efforts to improve learner retention and measurable skill gains with supporting data. If the instructor satisfactorily meets the requirements by showing improvement in both retention and measurable skill gains in the report, they will receive a renewal certificate. However, if an instructor discovers that they have not made gains and/or retained learners they must write an improvement report to be reviewed by the PLC and AEI suggesting how they might improve their practice, processes, and delivery within two years. At the end of the two years a progress report will be required. If adjustments have been made, an ABEA renewal certificate will be awarded.

Please note that business meetings or local training on policies are not considered part of the professional learning hours for instructional staff. Professional learning hours for instructional hours should be focused on instruction

**Initial:** \_\_\_\_\_

### **Grantee Contacts**

The AEI Office will provide training for specific grantee contacts, such as new director (leadership) training, assessment training, accessible design (initial disabilities training), LACES Data Administrator training, etc. Each grantee contact will be supported with technical assistance throughout the grant. Each grantee contact should collaborate with the PLC to assist in training grantee staff on the relevant local policies and procedures.

**Initial:** \_\_\_\_\_

Grantee contacts are required to obtain the relevant certificates for each of the required grantee contact roles listed below. These certificates are based on training that is focused on management specific to each area. Training delivery modes will vary, and may include in-person training, online courses, webinars, or other training events dependent on the type of administration. Trainings will be publicized through AEI Updates and emails.

- Accessible Design Coordinator
  - WIOA Programmatic Accessibility Moodle Course
- Assessment Coordinator
  - TABE and/or CASAS assessment administrator Training (dependent on assessments the grantee chooses to utilize)
- Authorized Representative
  - AEFLA Grant Overview Training
- Fiscal Contact
  - Annual Fiscal Training
- LACES System Administrator
  - LACES Training
- Primary Contact
  - Attend entire AEI Fall Learning Institute
  - Attend entire Annual Directors Meeting
- Professional Learning Coordinator
  - Professional Learning Coordinator Responsibilities Training
  - ABEA Training
- Secondary Contact
  - Attend entire AEI Fall Learning Institute
  - Attend entire Annual Directors Meeting
- *New Primary Contact*
  - *If the grantee Primary Contact changes, the AEI Program Coordinator will work with the new Primary Contact to develop a specialized training and support schedule that may include online Moodle courses to learn the AEFLA grant requirements.*

**Initial:** \_\_\_\_\_

If a grantee contact is also an instructor, they will complete the required professional learning for both roles as described in this section.

**Initial:** \_\_\_\_\_

## **4. Transition Planning**

Planning for staff transitions is important to ensure effective long-term operation of an adult education program. Provide a summary of a transition plan for each required grantee contact below.

Grantee Contact Type	Staff Role Responsible During Transition	Summary of Transition Plan for Grantee Contact
Primary Contact		
Secondary Contact		
Fiscal Contact		
Accessible Design Coordinator		
Assessment Coordinator		
LACES System Administrator		
Professional Learning Coordinator		
Authorized Representative		

**Initial:** \_\_\_\_\_

Name of Local Professional Learning Coordinator	Signature	Date
Name of Program Director	Signature	Date

## Part II: 2020-2021 Local Distance Learning Assurances\*

---

### Introduction

To ensure educational and workforce services are provided at the highest levels of quality for the Adult Education and Family Literacy Act (AEFLA), the Office of Adult Education Initiatives (AEI) requires the following assurances. Applicants are required to sign and agree to these assurances in order to be eligible and considered for AEFLA funding. Agreement to these assurances ensures applicants commit to follow federal and state laws regarding AEFLA.

### Distance Learning Assurances

To align with instructional priorities outlined in the Workforce Innovation and Opportunity Act (WIOA) and the needs of adult learners across the state, the Office of Adult Education Initiatives (AEI) has developed the following distance learning assurances based upon National Reporting System (NRS) guidelines.

If the grantee **does not** deliver distance learning under the AEFLA grant program, indicate that by signing here:

---

Name of Program Director

---

Signature

---

Date

### 1. Course Requirements

Distance learning courses must match traditional, face-to-face, or brick and mortar, courses in terms of the quality, rigor, and breadth of academic and technical standards. The program must ensure timeliness of its responses (synchronously or asynchronously) to the requests of learners participating in distance learning by requiring program staff to respond to requests from these learners within 24 hours of receipt of the request within the program's business hours.

Initial: \_\_\_\_\_

### 2. Distance Learning Approvals

Grantees must submit an application to the AEI Office before using any distance learning tools or platforms they plan to implement at any point within the program year. Instructions for the distance learning application are included in the [Distance Learning Policy on the AEI website](#). Distance learning approvals are not required to be submitted with this RFA. Should the grantee's implementation of the distance learning tool or platform change, the grantee must re-submit the application for approval of the changes. AEI may reject any applications where the required description or evidence is insufficient.

Initial: \_\_\_\_\_

If a program wishes to use a distance learning platform or instructional tool to report distance learning hours, then they must submit a written request for approval to their AEI Program Coordinator. Requests must include the following information about the platform or instructional tool:

1. Its name.
2. A detailed description of the platform or instructional tool including:
  - a. The mode of instructional delivery;
  - b. Pre- and post- testing structures and timeframes;
  - c. Lesson assignment methods;
  - d. Learner feedback mechanisms; and
  - e. Evidence that is research-based, effective, and appropriate for use with adults.
3. The model the distance learning platform uses to track hours (clock time or learner mastery).
4. The criteria the grantee and distance learning platform use to track and validate proxy hours (if using learner mastery model).
5. Rationale for the model chosen which clearly explains how the program would benefit from implementing the distance learning platform.

6. The reasons for its selection, including:
  - a. The learners it will be used with (level, program type);
  - b. How it will be utilized (distance learning, blended learning, or both);
  - c. If blended, how it will align with traditional instruction.
  - d. How the program will ensure staff support to learners is equal to that provided to in-class learners.

**Initial:** \_\_\_\_\_

### 3. Administering Assessments to Distance Learners

The program must ensure that pre- and post-tests used to measure educational gain of distance learners for NRS reporting are delivered in person and follow the test administration requirements outlined in the state assessment policy. Assessments not conducted in-person with a trained test administrator in a secure setting are not allowed for NRS reporting.

**Initial:** \_\_\_\_\_

Distance learners must be post-tested after the same amount of instructional time as other learners, as outlined in the state assessment policy. Instructional hours to determine post-test eligibility can be a combination of in-person contact hours and distance learning hours. Homework is not included in reportable hours.

**Initial:** \_\_\_\_\_

For NRS reporting purposes, learners are reported as either “distance learners” at the end of the program year and is based on which category of instructional hours (in-person or distance learning) is 50% or more of the learner’s total attendance recorded for the program year.

**Initial:** \_\_\_\_\_

### 4. Measuring Instructional Hours for Distance Learners

The program must decide how Proxy hours are tracked and reported depending on the model approved for each distance learning platform or instructional tool. Two models for tracking distance learning hours are available:

1. Clock Time Model
  - a. Distance learning hours are assigned based on the elapsed time that a learner is connected to, or engaged in, an online or stand-alone software program that tracks time. The software has business rules in place to time out/log out learners after a specified period of inactivity. No More than 8 clock time model hours a day may be recorded for distance learners.
2. Learner Mastery Model
  - a. Proxy hours are assigned based on the learner passing a test on the content of each lesson or unit of instruction. Learners work with the materials and take a test when they are prepared. A high, or passing, percentage of correct answers (typically 75%-80%) earns the credit hours attached to the material covered in the instructional unit. Only programs with approval from the AEI Office to report mastery model instructional hours may do so in LACES.

**Initial:** \_\_\_\_\_

The grantee understands that both in-person and distance learning instructional hours must be recorded in LACES. The program must record distance learning hours in LACES as “Instruction - Distance Learning – Subject Area” choosing the subject area most appropriate to the content covered.

**Initial:** \_\_\_\_\_

The grantee understands that distance learning instructional hours tracked using the 'Clock Time Model' must be recorded in LACES at the daily level and no less than one week after instruction takes place. Partial hours must be reported in 15-minute increments only.

**Initial:** \_\_\_\_\_

The grantee understands that distance learning instructional hours tracked using the 'Mastery Model' must be recorded in LACES at as batch hours at a minimum every 90 days. Partial hours must be reported in 15-minute increments only.

**Initial:** \_\_\_\_\_

_____ Name of Program Director	_____ Signature	_____ Date
-----------------------------------	--------------------	---------------



# Adult Education and Family Literacy Act (AEFLA)

Due by: Monday, April 27, 2020, by 11:59 pm MT

## Application Scoring

CDE Use Only

<b>Part I:</b>	<b>Application Introduction</b>	No Points
<b>Part II:</b>	<b>Narrative (Required)</b>	
Section A:	Executive Summary	/16
Section B:	Educational Capacity	/43
Section C:	Quality of Services	/34
Section D:	Leveraging Data and Technology	/23
Section E:	Workforce Development and Partnerships	/47
Section F:	Budgeting and Financials	/43
Section G:	Local Workforce Development Board Review	/20
	<b>Sub-Total:</b>	<b>/226</b>
Section H:	Integrated English Literacy and Civics Education Program <i>(if applicable)</i>	/37
Section I:	Corrections Education and Education of Other Institutionalized Individuals Program <i>(if applicable)</i>	/31
	<b>Total:</b>	<b>/294</b>

**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 \_\_\_\_\_

## Selection Criteria and Evaluation Rubric

---

### Part I: Application Introduction [Not Scored]

Cover Pages, Table of Contents, and Completed Assurances

**Part II: Narrative** [226 Points, or 263 Points if applying for Integrated English Literacy and Civics Education, or 257 Points if applying for Corrections or 294 Points if applying for Integrated English Literacy and Civics Education *and* Corrections]

The following criteria will be used by reviewers to evaluate the application as a whole. In order for an application for **only adult education and literacy services** (WIOA Sec. 222 (a)(1)) to be recommended for funding, it must receive at least 158 points out of the 226 possible points (70%), and all required elements must be addressed.

In order for the application for **only Integrated English Literacy and Civics Education program** (WIOA Sec. 243) or **both adult education and literacy services** (WIOA Sec. 222 (a)(1)) **AND Integrated English Literacy and Civics Education program** (WIOA Sec. 243) to be recommended for funding, it must receive at least 184 points out of the 263 possible (70%) points, and all required elements must be addressed.

In order for the application for **only Corrections Education** (WIOA Sec. 225) or **both adult education and literacy services** (WIOA Sec. 222 (a)(1)) **AND Corrections Education** (WIOA Sec. 225) to be recommended for funding, it must receive at least 180 points out of the 257 possible (70%) points, and all required elements must be addressed.

In order for the application for **both Integrated English Literacy and Civics Education program** (WIOA Sec. 243) **AND Corrections Education** (WIOA Sec. 225) to be recommended for funding, it must receive at least 206 points out of the 294 possible (70%) points, and all required elements must be addressed.

**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.

The following criteria will be used by reviewers to evaluate the application as a whole. In order for the application to be recommended for funding, it must receive at least 154 points (percentage – 70%) out of the 220 possible points (or, if applying of Integrated English Literacy and Civics Education funding, 180 out of 257 possible points) and all required elements must be addressed. An application that receives a score of 0 on any required elements will not be funded.

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

*Applicants should incorporate data and research (qualitative and quantitative) into their responses.* Data should consist of internal program data (performance outcomes, data measures, qualitative examples of achievement, etc.), in addition to external data which describes best-practices, local area characteristics, adult education research, etc. To help facilitate this, CDE has developed a list of sources below<sup>3</sup>:

- **2017 American Community Survey:** <https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>
- **CO Labor Market Information:** <https://www.colmigateway.com/vosnet/lmi/default.aspx?pu=1&plang=E>
- **CO Regional and Local Workforce Area Plans:** <https://www.colorado.gov/pacific/cwdc/regional-and-local-plans>
- **CO 2018 Talent Pipeline Report:** <https://www.colorado.gov/pacific/cwdc/colorado-talent-pipeline-report>
- **CO Demography Office:** <https://demography.dola.colorado.gov/>
- **Bureau of Labor Statistics:** <https://www.bls.gov/lau/#cntyaa>

---

<sup>3</sup> CDE does *not* endorse or support the information featured in the following sources.

- Database for Adult Ed. Resources: <https://www.litworks.org/resources/online-literacy-resources/teaching-adults/>
- Improving Adult Literacy Instruction E-Book: <https://www.nap.edu/catalog/13468/improving-adult-literacy-instruction-developing-reading-and-writing>
- College and Career Readiness Standards: <https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>
- English Language Proficiency Standards: <https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf>

#### Program Assurances

#### 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: Executive Summary	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. Provide a brief description of the following:  a. Local workforce area where services would be provided (using data, describe the area's in-demand industries, whether it is an urban/rural environment, demographics, etc.). *  b. The applicant's proposed service(s) with an explanation on how it will meet the regional needs as identified in the local area plan.  c. The area's population in need of the proposed service(s) (e.g., population's high school diploma/equivalency attainment rate, unemployment rate, literacy levels). *  d. Describe how the applicant will be responsive to individuals in the community who are identified in the local area plan as most in need of adult education and literacy activities, including individuals who have low levels of literacy skills or who are English language learners.	0	4	8	16	
<b>Reviewer Comments:</b>					
					<b>Total Out of 16 Points</b>

Section B: Educational Capacity	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. The applicant must demonstrate past effectiveness in improving the literacy of eligible individuals, to meet State-adjusted performance levels, especially with respect to eligible individuals who have low levels of literacy. a. Provide narrative information and two years of quantitative data that clearly demonstrates the applicant's past effectiveness in improving the skills of eligible adults in the relevant proposed service subject areas, such as: reading, writing, mathematics and/or English language acquisition (particularly with individuals with low	0	4	8	16	

<p>levels of literacy). *</p> <p>b. Provide narrative information and two years of quantitative data that clearly demonstrates the applicant's past effectiveness in meeting state-adjusted performance levels, including at least a 37% learner measurable skill gains attainment, which includes educational functioning level gains, high school equivalency attainment, and entrance into postsecondary education or training.</p> <p>c. Provide narrative information and two years of quantitative data that clearly demonstrates the applicant's past effectiveness in learners attaining employment two quarters after exiting services and learner median wage the second quarter after exiting services.</p>					
<p>2. Provide evidence of the program's ability to serve eligible learners with disabilities, including learning disabilities. Evidence should consist of internal program data, both qualitative and quantitative, (e.g., how lesson plans or curriculum accommodate learners with a learning disability, how instructors are trained to work with learners with disabilities).</p>	0	2	4	6	
<p>3. The applicant's activities must be delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality development, including through electronic means.</p> <p>a. Describe how the applicant will ensure that all instructors will obtain the Adult Basic Education Authorization through coursework and/or the portfolio process within three (3) years of hire. *<sup>4</sup> (Portfolio options include: Evaluation of Equivalent Coursework or Evaluation of Experience). NOTE: While AEFLA funds may not be used to pay for courses, funds may be used to observe teachers. *</p> <p>b. Describe the professional learning that will be offered to all staff members, by role type. *</p>	0	2	4	6	
<p>4.</p> <p>a. Briefly describe the applicant's instructional staff positions and the number of hours each position is employed per week (clearly distinguish the number of part-time and full-time staff positions). Full detail will be provided by the Staff List, which will be evaluated by reviewers as part of this rubric item. NOTE: Programs which employ over 35% of full-time instructors will receive "bonus points" as noted below. *</p> <p>b. Briefly describe the applicant's learner attendance policy. Part IE: Local Attendance Procedures, which will be evaluated by reviewers as part of this rubric item. *</p>	0	2	4	6	
<p>5.</p> <p>a. Provide a summary of the applicant's projected orientation and enrollment schedule (covering the time frame from July 1, 2020 through June 30, 2021). *</p>	0	3	6	9	

<sup>4</sup> CO State Policy: <https://www.cde.state.co.us/cdeadult/instructors/abea>

<p>b. Demonstrate that the applicant’s class schedule is of sufficient intensity, providing a <u>minimum</u> of eight (8) hours per week for instruction per class. Full detail will be provided by the Class List and Part IE: Local Attendance Procedures, which will be evaluated by reviewers as part of this rubric item. Please note, services must be offered year-round, with no more than four week breaks between service dates. *</p> <p>c. Explain the rationale for when and where services will be offered, to prove that the applicant offers flexible schedules and coordination with Federal, State, and local support services (such as child care, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.</p> <p><b>Note:</b> Programs which feature an instructional schedule with over eight (8) hours of weekly instruction will receive “bonus points” as noted below.</p>					
<b>Reviewer Comments:</b>					
<b>Bonus Points: up to 4 additional points may be awarded for meeting the following criteria when assessing this section.</b> <b>(Award 2 point per criterion met)</b>					
<ul style="list-style-type: none"> <li>• Program clearly demonstrates an instructional schedule which features over eight (8) hours per week for at least a quarter of the proposed courses.</li> <li>• Program clearly demonstrates that staff is comprised with at least 50% full-time employees.</li> </ul>				Please award between 0-4 points for this Bonus Points section	
<b>Total Out of 43 Points</b>					

Section C: Quality of Services	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.</p> <p>a. Provide an overview of the activities the applicant will provide for each of the proposed services. *</p> <p>b. Clearly indicate how each activity and service provides sufficient intensity and quality to allow students to make substantial learning gains.</p> <p>c. Clearly indicate how each activity and service is aligned with best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice.</p>	0	3	6	9	
<p>2.</p> <p>a. For each of the proposed service type(s), describe how the applicant will utilize the College and Career Readiness Standards (CCRS) and the English Language Proficiency Standards (ELP), as relevant, (e.g., how standards are used in unit and lesson planning,</p>	0	2	4	6	

how learners will be made aware of the standards used during instruction). *					
b. Describe the training staff will receive in order to understand the relevant content standards. * <sup>5</sup>					
3. Describe how the applicant provides learning in context, and, as relevant, through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship.	0	2	4	6	
4. a. Describe how the applicant will recruit targeted learner populations to enroll in the program (e.g., marketing, community outreach). *	0	2	4	6	
b. Explain the applicant's learner retention strategies. *					
5. a. Clearly indicate how the applicant ensures equitable access and participation, for students, teachers, and other program beneficiaries with special needs.	0	3	5	7	
b. Address how the applicant helps learners to overcome barriers related to gender, race, national origin, color, disability, and/or age.					
<b>Note:</b> This information is required by General Education Provisions Act (GEPA) Section 427 (Refer to Appendix D for guidance)					
<b>Reviewer Comments:</b>					
<b>Total Out of 34 Points</b>					

<b>Section D: Leveraging Data and Technology</b>	<b>Minimally Addressed or Does Not Meet Criteria</b>	<b>Met Some but Not All Identified Criteria</b>	<b>Addressed Criteria but Did Not Provide Thorough Detail</b>	<b>Met All Criteria with High Quality</b>	<b>TOTAL</b>
1. The applicant must utilize a high-quality information management system (Literacy Pro's LACES) that has the capacity to report measurable participant outcomes and to monitor program performance.  a. Briefly describe how the applicant will ensure a timely and accurate collection of service data, management and reporting of program data to LACES. (e.g., describe how your program will record student attendance on a daily basis in order to input data into LACES by the end of every week). The quality of the Part IG: Local Data Procedures Assurance will be considered as part of this rubric item. *	0	3	6	9	
b. Describe the staff member roles responsible for ensuring accurate data collection and data entry. Include a brief description of the					

<sup>5</sup> Refer to Section 6.1 to review Colorado's requirement for adopting CCRS into adult education programs. Refer to the "Selection Criteria and Evaluation Rubric" Section for a link to the CCRS handbook.

amount of time the relevant role(s) will allot on a weekly basis toward accurate data collection and data entry. *					
2. Describe how program data (e.g., attendance, assessments) will be monitored (including frequency and staff roles involved) and used to determine improvements in order to meet the federally negotiated state performance targets. *	0	3	5	7	
3. The applicant must prove that proposed activities effectively use technology services and delivery systems including distance.  a. Describe the technology the applicant uses to improve the quality and delivery of instruction and services, including the technology that will be frequently utilized in classrooms as part of instruction. *  b. If the applicant proposes to offer distance learning, the quality of the Part II: Distance Learning Assurance will be considered as part of this rubric item. NOTE: Access to distance learning may be available through an alignment of services offered by a partner agency. *	0	3	5	7	
<b>Reviewer Comments:</b>					
<b>Total Out of 23 Points</b>					

<b>Section E: Workforce Development and Partnerships</b>	<b>Minimally Addressed or Does Not Meet Criteria</b>	<b>Met Some but Not All Identified Criteria</b>	<b>Addressed Criteria but Did Not Provide Thorough Detail</b>	<b>Met All Criteria with High Quality</b>	<b>TOTAL</b>
1. Local area plans are available on the Colorado Workforce Development Council <a href="#">website</a> . *  a. Describe the applicant's alignment between proposed activities and services and the strategy and goals of the local area plan, as well as the activities and services of the one-stop partners, in each of the local areas the applicant proposes to serve.	0	4	8	16	
2. The policy guidance letter (PGL) from the Colorado Department of Labor and Employment that outlines the Workforce Innovation Opportunity Act (WIOA) one-stop partner requirements and access to services can be found here: <a href="https://www.colorado.gov/pacific/sites/default/files/PGL-WIOA-2016-02_Partner-Reqs-and-Access-to-Services-change-2.pdf">https://www.colorado.gov/pacific/sites/default/files/PGL-WIOA-2016-02_Partner-Reqs-and-Access-to-Services-change-2.pdf</a> . *  a. Describe how the applicant will fulfill the required one-stop provider responsibilities with the local area(s) it proposes to serve. *  b. Describe how the applicant will provide access to adult education and literacy activities through the one-stop delivery system. The description must include which of the three options for access to adult education services the applicant proposes to utilize (see section D of the PGL referenced above). *	0	3	6	9	

3.	<p>a. Describe how the applicant’s activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways.</p> <p>b. In the Partner List, include a list of partners the applicant already has and the partners that the applicant anticipates developing in the grant cycle. The quality of the Partner List will be considered as part of this rubric item. *</p> <p>c. If the applicant is proposing any activities and/or services (e.g., high school equivalency preparation) that a one-stop partner already provides, include an explanation of the need for the duplication of activities and/or services. *</p>	0	4	8	16	
4.	Describe the applicant’s referral processes with community partners which help meet the different needs of learners (e.g., describe how the program refers learners to the Colorado Department of Human Services when they may assistance through Temporary Assistance for Needy Families). If referral processes do not exist yet, explain the steps the applicant will take with specific partners to develop referral processes. *	0	2	4	6	
5.	<p>a. Using evidence, identify and describe the most common “barriers to employment” in each of the local areas the applicant proposes to serve out of the 13 federally-identified and reported barriers of employment.<sup>6</sup> *</p> <p>b. Describe the applicant’s plans to support learners struggling with the common barriers to employment in each of the local areas the applicant proposes to serve (provide evidence using previous program data and/or research to support the design of your plan). *</p>	0	2	4	6	
<b>Reviewer Comments:</b>						
<b>Total Out of 47 Points</b>						

<b>Section F: Budgeting and Financials</b>	<b>Minimally Addressed or Does Not Meet Criteria</b>	<b>Met Some but Not All Identified Criteria</b>	<b>Addressed Criteria but Did Not Provide Thorough Detail</b>	<b>Met All Criteria with High Quality</b>	<b>TOTAL</b>
1. Provide a budget narrative that explains the costs of the program’s proposed services and activities as presented in the attached budget, including:	0	4	8	16	

<sup>6</sup> Colorado’s 13 Barriers to Employment: <https://www.cde.state.co.us/cdeadult/grantees/laces-data-dictionary/barriers-to-employment-at-entry-definitions>



<p>a. A description of the applicant's ability to financially sustain both the administrative and instructional responsibilities required for the grant. A description of the responsibilities of the seven required grantee contacts are included in Attachment D. The Staff List will also be considered and evaluated as part of this rubric item. *</p> <p>b. An explanation of how the budget is sufficient for implementing the proposed activities. *</p> <p>c. An explanation of how, should the applicant be awarded grant funds, the funds will be used to supplement, and not supplant, other state or local public funds expended for adult education and literacy activities (WIOA Section 241(a)).</p> <p>d. A description of the accounting system that the applicant will utilize to assist the applicant in reporting and tracking finances. *</p>					
<p>2. The applicant is able to provide the correct percentage of matching funds, and those funds (per 2 CFR § 200.306(b)):</p> <p>a. Are clearly not satisfying a cost sharing nor matching requirement of another agreement, a Federal procurement control or any other Federal funds (as shown in the notes of the relevant line item(s) of the attached budget).</p> <p>b. Are necessary and reasonable, allocable and allowable (as determined based on the information included in the attached budget).</p> <p>c. When in-kind, the cost valuation is reasonable and shown in the notes of the relevant line item(s) of the attached budget.</p>	0	3	6	9	
<p>3. If the administration percentage budgeted in the attached budget exceeds 5.0%, adequate justification for the additional administration percentage is provided (if the budgeted administration percentage is at 5.0% or lower, reviewers will score this rubric item with the full 6 points). *</p>	0	2	4	6	
<p>4. Any budgeted amount that exceeds \$1,000 includes the quantity, per unit cost, and a reasonable justification (as shown in the notes of the relevant line item(s) of the attached budget). *</p>	0	2	4	6	
<p>5. Total score on the "Request for Application Financial Management Survey" is as follows: 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 survey earns 0 rubric points.</p>	0	2	4	6	
<b>Reviewer Comments:</b>					
					<b>Total Out of 43 Points</b>

### Section G: Local Workforce Development Board Review

*(No Response from Applicant Required)*

Per WIOA Sec. 463.20(d)(4), the extent to which applications demonstrate alignment to the strategy and goals of the local plan must be considered. Local Workforce Development Boards will make recommendations on the applications specifically for the purpose of aligning the application to the local plan. Please see **Attachment A** for the Local

Workforce Development Board Alignment Review Tool that will be used.

Should an eligible provider submit an application to serve more than one Local Workforce Development Area, scores associated with the Local Workforce Development Board review will be averaged and applied in scoring.

**Local Workforce Development Board Comments:**

**Total Out of 20 Points**

Section H: Integrated English Literacy and Civics Education 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
<b>If the applicant is applying for Integrated English Literacy and Civics Education Program (WIOA Sec. 243(a)) funds, the applicant must complete this section <i>in addition</i> to all other sections of the AEFLA application.</b>					
1. Describe the need for additional English language acquisition programs and civics education programs in the local area(s) the applicant proposes to serve.	0	2	4	6	
2. Describe the applicant's proposed IELCE instructional services, including:  a. literacy and English language acquisition; and,  b. the rights and responsibilities of citizenship and civic participation (34 CFR § 463.70).	0	2	4	6	
3. As outlined in 34 CFR § 463.70, IELCE must be delivered in conjunction with Integrated Education and Training (IET). As outlined in 34 CFR § 463.36, IET must include three components. Describe how the applicant proposes to satisfy the following three components of IET:  a. Adult education and literacy activities as described in 34 CFR § 463.30.  b. Workforce preparation activities as described in 34 CFR § 463.34.  c. Workforce training for a specific occupation or occupational cluster which can be any one of the training services defined in section 134(c)(3)(D) of the Workforce Innovation and Opportunity Act.	0	4	8	16	
4. Describe how the applicant's proposed IELCE services will:  a. prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and  b. integrate with the local workforce development system and its functions to carry out the activities of the program (34 CFR § 463.73(b)).	0	3	6	9	
<b>Reviewer Comments:</b>					
<b>Total Out of 37 Points</b>					

Section I: Corrections Education and Education of Other Institutionalized Individuals 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
If the applicant is applying for Integrated English Literacy and Civics Education Program (WIOA Sec. 225) funds, the applicant must complete this section <i>in addition</i> to all other sections of the AEFLA application.					
1. Describe the applicant's proposed educational programs for criminal offenders in correctional institutions and for other institutionalized individuals, including academic programs for: <ul style="list-style-type: none"> <li>a. adult education and literacy activities;</li> <li>b. special education, as determined by the eligible agency;</li> <li>c. secondary school credit;</li> <li>d. integrated education and training;</li> <li>e. career pathways;</li> <li>f. concurrent enrollment;</li> <li>g. peer tutoring; and</li> <li>h. transition to re-entry initiatives and other post-release services with the goal of reducing recidivism.</li> </ul>	0	4	8	16	
2. As outlined in 34 CFR § 463.62, Corrections Education and Education for Institutionalized Individuals must use funds to carry out a program for criminal offenders within a correctional institution must give priority to programs serving individuals who are likely to leave the correctional institution within five years of participation in the program.  Describe how the applicant proposes to ensure priority deliver to individuals who are likely to leave the correctional institution within five years of participation in the program.	0	2	4	6	
3. As outlined in 34 CFR § 463.63, funds under the Programs for Corrections Education and the Education of other Institutionalized Individuals may be used to support educational programs for transition to re-entry initiatives and other post-release services with the goal of reducing recidivism. Describe how the applicant's proposed Corrections services will: <ul style="list-style-type: none"> <li>a. Use funds to include educational counseling or case work to support incarcerated individuals' transition to re-entry and other post-release services.</li> <li>b. Ensure that funds are not be used for costs for participation in post-release programs or services.</li> </ul>	0	3	6	9	
<b>Reviewer Comments:</b> <div style="text-align: right;"><b>Total Out of 31 Points</b></div>					

## Attachment A: Local Workforce Development Board Application Review

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

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

### Local Workforce Development Area

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

**WIOA Title II Applicant:** (Name of Applicant) \_\_\_\_\_

### Consistency with Local Plan

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

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

---

---

---

---

---

---

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

---

---

---

---

---

---

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

---

---

---

---

---

---

**One-Stop Partnership**

4. As outlined in one-stop partner requirements [policy guidance letter](#) (PGL) from the Colorado Department of Labor and Employment, and adult education applicant must fulfill the required one-stop provider responsibilities with the local area(s) it proposes to serve. Using the information provided in Section E, Item 2 of the application, explain the local area’s agreement with the option for access to adult education services the applicant proposes to utilize (based on the options listed in section D of the referenced PGL).

---

---

---

---

---

---

5. Describe the proposed referral process(es) the local workforce center will utilize to refer eligible adult education learners to the applicant.

---

---

---

---

---

---

**Recommendation(s) to Promote Alignment:**

---

---

---

---

---

---

**Rating:**

Rate the application on a scale of 1 to 20, with 20 representing full alignment and 0 representing a lack of alignment.

Lack of Alignment										Full Alignment	
0	2	4	6	8	10	12	14	16	18	20	

**Local Board Signature**

_____	_____	_____
Name/Title of Local Board Representative	Signature	Date

## **Attachment B: Reviewer Application Process\***

---

### **Funding Opportunities**

The CDE Competitive Grants and Awards (CGA) Office works collaboratively with program staff (in this case, the Office of Adult Education Initiatives) and the Grants Fiscal Management Unit to develop the Request for Applications (RFA) based on program requirements, regulations and priorities. After the funding opportunity has been finalized and approved, it is 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 the country (as possible) and serve on a volunteer basis. The program minimizes the cost to reviewers by paying for travel and meal costs.

### **Review Teams**

Based on the RSVPs received for the review, CGA works with program staff to establish review teams. These teams are comprised of 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, scoring rubric, and how to compose objective feedback and comments to applicants. On the review day, this training content is revisited at the beginning of the day.

### **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). Readers receive their assigned applications, scoring materials, and instructions from CGA. Reviewers typically receive their assigned review materials two weeks before the in-person grant review and are asked to review each application before the review day. Individual scores are submitted to CGA the day before the review. These are compiled so CGA can note if a reviewer seems to be scoring applications higher or lower than the comparable group and if there are large scoring discrepancies within a review team. This information is used to determine if additional training may be necessary.

### **Review Day**

Reviewers come together on the scheduled Review Day. They are seated at assigned team tables with their team members; each member has their scoring materials from their individual review on hand. The standard format and content of the Review Day includes introductions, overview of the day, and review of handouts/folders. The initial review documents are discussed and an overview of scoring is provided. Confidentiality is discussed again and reviewers are provided with a Confidentiality/Conflict of Interest form to read and sign, acknowledging they have no conflicts and that all review discussions will remain within the review team. In addition, reviewers are assured that their privacy will be protected.

Before review teams begin their discussions, CGA and program staff facilitate a discussion to revisit the importance of the rubric, scoring, and the need for objective and concise feedback. This activity serves to help calibrate reviewers to the scoring rubric and the scoring process.

Following the introduction, review teams then begin their scoring discussions, referring to their individual Reader Score Sheets and reaching consensus on scores and comments for each application. Any individual scores are collected and shredded and the consensus score becomes the only final score used for each application. Each team selects a member to serve as the team's recorder; the recorder completes the Team Score Sheet for each assigned application, capturing the team's comments.

As each review team completes its Team Score Sheets, CGA and program staff facilitate team check-out, ensuring that each score sheet is complete and comments are sufficiently detailed and clear. Reviewer feedback is compiled by CGA and delivered to the program office.

### **Funding Decisions**

Following the grant review, CGA 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.

### **Applicant Notification**

Applicants are notified via e-mail by the deadline published in the RFA. 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 C: AEFLA Appeal Hearing Process

---

Following is the process for appealing a Colorado Department of Education (CDE) funding decision related to federal grant programs administered by the CDE and subject to the Education Division General Administrative Regulations (EDGAR), 34 CFR §§ 75 and 76.

1. CDE gives the applicant notice of its final agency action.
2. CDE provides the applicant an opportunity for a formal hearing if:
  - a. The applicant requests a hearing within 30 days of CDE's final action; and
  - b. The applicant alleges a violation of State or Federal law, rule, regulation, or guidelines governing the Federal grant program administered by CDE.
3. Hearing Procedure.
  - a. After CDE has given an applicant notice of a final determination regarding an application for Federal grant programs, an applicant that alleges a violation of State or Federal law, rule, regulation or guidelines governing the federal program, may request a hearing to appeal the final determination.
  - b. An applicant shall request a hearing by completing the appeal request form (see below) and emailing back to [CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us). The form shall include the nature of the request for the hearing, including the reasons for any disagreement with the determinations by CDE, and the facts upon which the request for the hearing is based.
  - c. The applicant must request the hearing within thirty calendar days of the date of the CDE's notification of the intent to deny funding.
  - d. The hearing shall be scheduled before a panel within thirty calendar days from the receipt of the applicant's formal written appeal request for a hearing that details the violation of State or Federal law, rule, regulation, or guidelines governing the federal grant program.
  - e. The applicant shall receive written notice of the scheduled hearing date at least ten days prior to the hearing. The notice shall include the date, location and time of the hearing.
  - f. A three member panel will conduct the proceeding. The panel will consist of three persons from the Department who did not have a role in determining the application outcome and who do not have an interest in the outcome of the hearing.
  - g. The applicant may present their case during the hearing.
  - h. The panel will determine the length and order of presentations by the parties and determine the course of the proceedings. The panel shall take all steps necessary to conduct a fair and impartial proceeding, avoid delays, and maintain order.
  - i. CDE shall keep a recorded (but not transcribed) record of the proceedings.
  - j. If the applicant or its authorized representative fails to appear at the designated time, location and date of the hearing, the appeal shall be considered withdrawn and the hearing process terminated.
4. Decision.
  - a. A written decision shall be issued to the applicant within ten days of the date of the conclusion of the hearing. The written decision shall include the findings of fact and reasons for the decision.
  - b. If the CDE determines that its proposed action was contrary to State or Federal statutes or regulations that govern the program, it shall rescind its action.
5. Appeal. If the CDE does not rescind its final action, the applicant may appeal to the U.S. Secretary of Education. The applicant shall file a notice of appeal with the Secretary within twenty days after it has been notified by the CDE of the results of the agency's review. If supported by substantial evidence, findings of fact of the State Agency are final.
  - a. The Secretary may also issue interim orders to the State educational agency as he or she may decide are necessary and appropriate appending appeal or review.



- b. If the Secretary determines the action of the State educational agency was contrary to Federal statutes or regulations that govern the program, the Secretary issues an order that requires the State educational agency to take appropriate action.

6. CDE shall make available at reasonable times and places to each applicant all records of the agency pertaining to any review or appeal the applicant is conducting under this section, including records of other applicants.

### Appeal Request Form

The purpose of this document is to provide guidance to AEFLA applicants on how to request a hearing – not to appeal the score of an application, but to appeal the process. The request must be made in writing, using this form, within 30 days of the applicant's receipt of this form and must specify the alleged violations.

To request a hearing, the applicant must complete this form including the following information:

- Name of the application.
- The actions, facts and documentation that form the basis of the appeal.
- Description of the resolution being sought.
- Signature of the person making the appeal.

Submitted your completed request form to [CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us).

**Please Note:** If the completed form is received within 30 days of the applicant's notification of funding, a hearing will be scheduled within 30 days, with additional details to follow. If, however, the form is not received within 30 days of the applicant's notification of funding, the appeal shall be considered withdrawn and the hearing process will be terminated.

Applicant Name					
Name of Person Filing Appeal					
Street Address					
City		State		Zip	
Phone Number					
Email					
Describe the Federal Program's (AEFLA) requirement(s), statutes(s) or regulations(s) that form the basis of the appeal.					
Provide the actions, facts and documentation that form the basis of the appeal.					
Describe the resolution you expect and attach any supporting documentation to the signed appeal.					

I assure that I have accurately completed the information above with valid information:

_____	_____	_____
Name of Person Filing Appeal	Signature	Date

## 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 AEFLA 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 AEFLA application and complies with grant requirements.
- Attends all mandatory trainings, such as the AEI annual directors meeting and AEI Learning Institute.
- 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 AEFLA 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.

### Local Assessment Coordinator

- Ensures requirements in the [Assessment Policy \(PDF\)](#) are adhered to, including maintaining Local Assessment Procedures
- Successfully completed assessment administrator training as required.
- Ensures assessment materials are safeguarded.

### LACES System Administrator

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

## Attachment E: AEFLA Performance Targets

---

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

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

Based on past performance and continuous improvement requirements, the U.S. Department of Education's Office of Career, Technical, and Adult Education (OCTAE) negotiates with the Colorado Department of Education's Office of Adult Education Initiatives (AEI) to establish performance accountability targets. Prior to June 30, 2020, all indicators except Measurable Skill Gains were considered baseline indicators and targets were not set with the federal government. During the 2020-2024 grant cycle, all performance indicators will be negotiated with the federal government. Information about the statistical adjustment model that is being developed by the federal government and will be considered when setting future targets can be found in WIOA Sect. 116(b)(3)(A)(viii). As targets are set AEI will make that information available to grantees.

For context, Colorado's statewide measurable skill gains (MSG) target for 2017-18 and 2018-19 was 35 percent of all participants in AEFLA programs. Colorado's actual measurable skill gain rate achieved was approximately 30 percent in both years. The 2019-20 MSG target is 37%.

## Appendix A: Glossary

---

The following terms and acronyms shall have the meaning indicated below as referenced in this RFA:

1. **RFA:** Request for Applications \*
2. **State:** State of Colorado \*
3. **Department:** Colorado Department of Education \*
4. **Office of Adult of Education Initiatives (AEI):** Colorado’s office for adult education under the State’s Department of Education, provides federal and state grant funding and technical assistance to non-profits, community colleges, and school districts that offer adult education services. \*
5. **Administrative Costs:** An eligible provider receiving a grant or contract under this part may consider costs incurred in connection with the following activities to be administrative costs: a) planning; b) administration, including carrying out performance accountability; c) professional development; d) providing adult education and literacy services in alignment with local workforce plans, including promoting co-enrollment in programs and activities under title I, as appropriate, and e) carrying out the one-stop partner responsibilities described in §678.420 including contributing to the infrastructure costs of the one-stop delivery system (34 CFR 463.26).
6. **Adult Education:** The term “adult education” means academic instruction and education services below the postsecondary level that increase an individual’s ability to —
  - a. read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;
  - b. transition to postsecondary education and training; and
  - c. obtain employment (WIOA, § 203(1)).
7. **ABE:** Adult Basic Education, a component of adult education with instruction in the basic skills below the 9<sup>th</sup> grade level (0-8). Includes instruction for learners at the Beginning and Intermediate level. \*
8. **AEFLA:** Adult Education and Family Literacy Act
9. **AELA:** Adult Education and Literacy Act. Colorado’s state grant program for adult education. \*
10. **Adult Education and Literacy Activities:** The term “adult education and literacy activities” means programs, activities, and services that include adult education, literacy, workplace adult education and literacy activities, family literacy activities, English language acquisition activities, integrated English literacy and civics education, workforce preparation activities, or integrated education and training (WIOA §203(2)).
11. **Adult High School Diploma:** Secondary educational offerings that lead to a high school diploma awarded by the local school district. \*
12. **ASE:** Adult Secondary Education, a component of adult education with instruction in basic skills at or above 9<sup>th</sup> grade level (9-12). Key objectives include preparation for a high school equivalency examination. \*
13. **Americans with Disabilities Act (ADA):** A civil rights law that prohibits discrimination against individuals with disabilities in all areas of public life. For a full definition of ADA, visit the ADA website: <http://www.ada.gov/>
14. **Basic Skills Deficient:** The term “basic skills deficient” means, with respect to an individual —
  - a. who is a youth, that the individual has English reading, writing, or computing skills at or below the 8<sup>th</sup> grade level on a generally accepted standardized test; or

- b. who is a youth or adult, that the individual is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual's family, or in society (WIOA §3(5)).
15. **Career Pathway:** The term "career pathway" means a combination of rigorous and high-quality education, training, and other services that —
    - a. aligns with the skill needs of industries in the economy of the State or regional economy involved;
    - b. prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the "National Apprenticeship Act"; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.);
    - c. includes counseling to support an individual in achieving the individual's education and career goals;
    - d. includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
    - e. organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
    - f. enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized p state-administered LACES adult education reporting system postsecondary credential; and
    - g. helps an individual enter or advance within a specific occupation or occupational cluster (WIOA §3(7)).
  16. **CASAS— Comprehensive Adult Student Assessment System:** The State-approved assessment designed to test reading, and math skills. \*
  17. **Colorado Revised Statute (CRS):** A legal code of Colorado, the codified general and permanent statutes of the Colorado General Assembly. \*
  18. **LACES:** State-administered adult education reporting system\*
  19. **Classroom Instruction:** Consists of 1) focused delivery methods that reflect a variety of research-based instructional approaches and meet the assessed needs of learners; 2) curriculum aligned to the College and Career Readiness Standards; 3) scheduled, leveled classes; and 4) taught by an instructor with valid Maine certification or who meets any minimum qualifications established by the State, where applicable, and who have access to high quality professional development. \*
  20. **College and Career Readiness Standards for Adult Education (CCRS):** a set of academic standards that reflect the content most relevant to preparing adult learners for success in colleges, technical training programs, work, and citizenship—in the areas of English language arts and mathematics. \*
  21. **Correctional Institution:** The term "correctional institution" means any (A) prison; (B) jail; (C) reformatory; (D) work farm; (E) detention center; or (F) halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders (WIOA, §225(e)(1)).
  22. **Distance Learning:** Any educational or learning process or system in which the teacher and instructor are separated geographically or in time from his or her learners; or in which learners are separated from other learners or educational resources. \*
  23. **Education Department General Administrative Regulations (EDGAR):** US Department of Education's regulations for governing funding, [www.ed.gov/policy/fund/reg/edgarReg/edgar.html](http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html).
  24. **Educational Functioning Level (EFL):** Levels at which learners are initially placed and continue to move through scope of services based on their ability to perform literacy-related tasks in specific content areas as determined by a State-approved standardized assessment. \*
  25. **Educational Gain:** After progress testing, a student completes or advances one or more educational functioning

levels (EFL) from the initial starting level as measured by a State-approved standardized assessment. \*

26. **Eligible Agency:** The term “eligible agency” means the sole state entity or agency responsible for administering or supervising state policy for adult education and literacy activities in the State or outlying area, respectively, consistent with the law of the State or outlying area, respectively (WIOA §203(3)).
27. **Eligible Individual:** The term “eligible individual” means an individual –
- a. who has attained 16 years of age;
  - b. who is not enrolled or required to be enrolled in secondary school under State law; and
  - c. who--
    - (i) is basic skills deficient
    - (ii) does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level or education; or
    - (iii) is an English language learner (WIOA, §203(4)).
28. **English Language Acquisition (ELA) Program:** The term “English language acquisition program” means a program of instruction –
- a. designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and
  - b. that leads to
    - (i) attainment of a secondary school diploma or its recognized equivalent; and
    - (ii) transition to postsecondary education and training; or
    - (iii) employment (WIOA §203(6)).
29. **English Language Learner (ELL):** The term “English language learner” when used with respect to an eligible individual, means an eligible who has limited ability in reading, writing, speaking, or comprehending the English language and –
- a. whose native language is a language other than English; or
  - b. who lives in a family or community environment where a language other than English is the dominant language (WIOA §203(7)).
30. **Family Literacy Activities:** The term “family literacy activities” means activities that are of sufficient intensity and quality, to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children’s learning needs, and that integrate all of the following activities: 1) Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency. 2) Interactive literacy activities between parents or family members and their children. 3) Training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children. 4) An age-appropriate education to prepare children. (WIOA §203(9)).
31. **Fiscal Year (FY):** Colorado’s Adult Education’s fiscal year begins July 1st and ends June 30th. \*
32. **Flexible Scheduled Classes:** classes that are scheduled in such a way that meets the needs of the greatest number of participants in terms of start and end times, hours per week and entire course length. \*
33. **General Education Provisions Act (GEPA):** Section 427 requires each applicant for assistance under U.S. Department of Education federally-funded programs to provide 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. \*
34. **Grantees:** Program recipients of adult education grant funds.

35. **Individual Learning Plan (ILP):** a plan that is jointly developed by the learner and academic and career advisor. The ILP is an ongoing strategy to identify academic, training, and employment goals, and steps to achieve them. It should also include information on resources available through other service providers, including referrals to other programs for specified activities. \*
36. **In-Kind:** valued non-cash contributions, services, property, or assistance received by the literacy program, for literacy program operations. \*
37. **Instructional Materials:** content that conveys the essential knowledge and skills of a subject in the curriculum through a medium or a combination of media to a student. The term includes a book, supplementary materials, a combination of a book, workbook, and supplementary materials, computer software, magnetic media, DVD, CD-ROM, computer courseware, online services, an electronic medium, or other means of conveying information to the student or otherwise contributing to the learning process through electronic means, including open-source instructional material. \*
38. **Integrated English Literacy and Civics Education (IELCE):** The term “integrated English literacy and civics education” means education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation and may include workforce training (WIOA §203(12)).
39. **Integrated Education and Training (IET):** The term “integrated education and training” means a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement (WIOA §203(11)).
40. **Intensity and Duration:** Educational services that provide sufficient hours of instruction (intensity) and sufficient weeks of instruction per year (duration) to make sustainable changes in the educational functioning level of adults. \*
41. **Learner Engagement:** The degree of attention, curiosity, interest, optimism and passion that learners show when they are learning or being taught, which extends to the level of motivation needed to learn and progress in their education. \*
42. **Literacy:** The term “literacy” means an individual’s ability to read, write and speak in English, and compute and solve problems at levels of proficiency necessary to function on the job, in the family of the individual and in society (WIOA §203(13)).
43. **Literacy Services:** Programs, activities, and services that include adult education, literacy, workplace adult education and literacy activities, family literacy activities, English language acquisition activities, integrated English literacy and civics education, workforce preparation activities, or integrated education and training. (WIOA §203(2)).
44. **Local Boards (LB):** The term “local board” means a local workforce development board established under Section 107(c)(4)(B)(i) (WIOA §3(33)).
45. **Local Educational Agency (LEA):** The term “local educational agency” has the meaning given the term in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801) (WIOA §3(34)).
46. **Local Education Provider:** An entity that the Colorado Dept. of Education (CDE) recognizes as providing appropriate and effective Adult Education and Literacy Programs. These providers can consist of 1) Secondary or postsecondary, public or private, nonprofit educational entity, school district, charter school, board of cooperative services, state institution of higher education, junior college, and area vocational school; 2) Community-based, nonprofit agency or



organization; 3) A library; 4) A literacy council or other literacy institute; 5) A business or business association that provides adult education and literacy programs either on-site or off-site; 6) A volunteer literacy organization; 7) Workforce board; 8) A one-stop partner; 9) A consortia of entities described in this subsection. \*

- 47. **Library:** A public, state, and community funded institution that offers education and community services in addition to providing access to print, audio-visual and technology resources. \*
- 48. **Managed Enrollment:** A system that allows learners to enter an instructional program only during specific enrollment periods, attend a specific class for the duration of the class term, continue in the same class for subsequent terms only by re-enrolling, and miss no more than a prescribed number of class sessions within a term. \*
- 49. **Measurable Skill Gain (MSG):** A performance indicator of participants who, during a program year, are in education or training programs that lead to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment. \*
- 50. **National Reporting System (NRS):** An outcome-based reporting system for the state-administered federally-funded literacy program. \*
- 51. **Non-Federal Match:** The commitment of state or other non-federal funds required to receive federal contributions. \*
- 52. **Open Enrollment:** A system that allows learners to enter and exit a class at nearly any point throughout its term. Learners are free to come to class when they can, miss when they must, drop out for a while, and return without any wait time. Teachers may or may not receive notice of new learners before they arrive in class. \*
- 53. **Real-life Contexts:** Learning activities that ensure participants develop the skills needed to compete in the workplace, exercise the rights and responsibilities of citizenship, and/or teach academic subjects and transitional skills to be successful in postsecondary education or skill training. \*
- 54. **Research-based Instruction:** Research-based instructional programs, according to the U.S. Department of Education, are those that withstand the test of standard scientific testing practices. Scientific research gathers information about significant questions; uses objective methods that involve reliable and valid observations and measurements; and meets rigorous standards of peer review. The conclusions of scientific research can be replicated and generalized. Part of the test for research-based instructional programs is whether they have a record of success in a variety of schools. \*
- 55. **Substantial learning gain:** A significant improvement in a learner's knowledge and skills after a specific period of instruction. For example, after 70-100 hours of instruction, an increase of 3-5 points on the State-approved assessment could be characterized as a substantial learning gain. \*
- 56. **Workforce Preparation Activities:** The term "workforce preparation activities" means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment (WIOA §203(17)).

## Appendix B: Funding Distribution Calculations for Local Workforce Areas\*

Consistent with the approved WIOA Colorado State Plan and WIOA §222(a)(1), each of the ten (10) Local Workforce Areas in Colorado is awarded an associated percentage of AEFLA funding. To develop a fair and equitable distribution of funding, CDE reviewed how other states distributed AEFLA funds and worked with an external consultant to develop a funding formula which is explained in detail below.

### Part 1: Data for Each Local Workforce Area

The following is data for each Local Workforce Area. The source for each respective factor is included as highlighted by numbers in parenthesis (#).

Local Workforce Area	% of Population (1)	% of Square Miles (2)	% Unemployed (3)	% Non-White Population (4)	% w/o HS Credential (5)	Foreign Born Pop. (6)
Adams	9.0%	1.1%	2.5%	17.1%	17.4%	15.3%
Arapahoe/Douglas^	17.5%	1.6%	2.3%	19.2%	4.9%	11.1%
Boulder	5.8%	0.7%	2.1%	11.4%	5.4%	10.8%
Denver	12.5%	0.1%	2.4%	23.1%	13.3%	15.8%
El Paso/Pikes Peak^	12.8%	2.6%	2.7%	13.0%	5.6%	5.0%
Larimer	6.1%	2.5%	2.0%	8.8%	4.3%	5.4%
Mesa	2.7%	3.2%	2.9%	6.0%	9.7%	3.7%
Rural Workforce Consortium^	18.0%	83.0%	2.7%	10.0%	9.4%	6.1%
Tri-County^	10.7%	1.3%	2.1%	7.3%	3.2%	4.3%
Weld	5.2%	3.9%	2.2%	11.2%	12.3%	8.8%

Data Sources:

- (1) Colorado Labor Market Information
- (2) Colorado Labor Market Information
- (3) US Bureau of Labor Statistics, Local Area Unemployment Statistics (May 2018)
- (4) 2017 American Community Survey
- (5) 2017 American Community Survey
- (6) 2017 American Community Survey
- ^ Multiple counties are included in this Local Workforce Area

### Part 2: Points System

Points are used to determine a Local Workforce Area's associated percentage of AEFLA funding. The more points an area is awarded, the more AEFLA funding the local area receives. The following section of this appendix will explain how points are converted into a Local Workforce Area's associated percentage of AEFLA funding and the funding percentages for each local area.

Local Workforce Areas were each awarded "points" based on the following factors:

- Percent of the State's Total Population
- Percent of the State's Total Square Miles
- Unemployment Rate
- Racial Minority Population
- Population without a High School Diploma
- Foreign Born Population

Each of these factors was selected by CDE as they account for demographic information important to adult education services, in addition to the area's size in respect to the State of Colorado.

Points were awarded to Local Workforce Areas as follows for each factor:

Factor	Range	Points Awarded
Percent of the State's Total Population	.01% - 2.9%	0.25
	3.0% - 6.9%	0.50
	7.0% - 10.9%	2
	11.0% - 14.9%	3
	15.0% +	5

**EXAMPLE:** If a Local Workforce Area represents 11.2% of the state's total population then the area is awarded 3 points.

Factor	Range	Points Awarded
Percent of the State's Total Square Miles	.01% - .09%	0.25
	1.0% +	0.5

**EXAMPLE:** If a Local Workforce Area represents 0.7% of the state's total square miles then the area is awarded 0.25 points.

Factor	Range	Points Awarded
Unemployment Rate in the Local Workforce Area	.01% - 2.3%	0.50
	2.4% - 2.9%	1
	3.0% +	2

**EXAMPLE:** If a Local Workforce Area has an unemployment rate of 2.7% then the area is awarded 1 point.

Factor	Range	Points Awarded
Racial Minority Population in the Local Workforce Area	.01% - 6.9%	0.5
	7.0% - 11.9%	1
	12.0% - 16.9%	3
	17.0% +	4

**EXAMPLE:** If a Local Workforce Area's racial minority population is 18.1% then the area is awarded 4 points.

Factor	Range	Points Awarded
Population without a High School Credential in the Local Workforce Area	.01% - 5.9%	0.5
	6.0% - 11.9%	1
	12.0% +	3

**EXAMPLE:** If a Local Workforce Area's population without a high school credential is 8.1% then the area is awarded 1 point.

Factor	Range	Points Awarded
Foreign Born Population in the Local Workforce Area	.01% - 5.9%	0.5
	6.0% - 10.9%	1
	11.0% - 14.9%	3
	15.0% +	4

**EXAMPLE:** If a Local Workforce Area's foreign-born population is 4.9% then the area is awarded 0.5 points.

#### Part 4: Points Awarded to each Local Workforce Area

Based on the data outlined above each local workforce area was awarded points, with the exception of the Rural Workforce Consortium which received the remainder of points. The rural consortium received an exception as they are comprised of over 45 counties along with over 80% of the state's square miles. Therefore, the point system would not yield equitable funding to each of the sub-areas. CDE is committed to supporting rural areas, so the Rural Workforce Consortium will receive 20% of the available AEFLA funding.

Local Workforce Area	% of Population	% of Square Miles	% Unemployed	% Non-White Pop.	% w/o HS Diploma	Foreign Born Pop.	Total Points
Adams	2	0.5	1	4	3	4	14.5
Arapahoe/Douglas^	5	0.5	0.5	4	0.5	3	13.5
Boulder	0.5	0.25	0.5	1	0.5	1	3.75
Denver	4	0.25	1	4	3	4	16.25
El Paso/Pikes Peak^	4	0.5	1	3	0.5	0.5	9.5
Larimer	0.5	0.5	0.5	1	0.5	0.5	3.5
Mesa	0.25	0.5	1	0.5	1	0.5	3.75
Tri-County^	2	0.5	0.5	1	0.5	0.5	5
Weld	0.5	0.5	0.5	1	3	1	6.5
Rural Workforce Consortium^							23.75

#### Part 5: Funding Distribution for each Local Workforce Area

As a result of the point distribution system and data gathered – the following chart represents the distribution of the anticipated \$4,775,592 in funding (dependent on federal appropriations) for each Local Workforce Area:

Local Workforce Area	Funding Percentage	AEFLA Funding Maximum
Adams	14.50%	\$692,461
Arapahoe/Douglas^	13.50%	\$644,705
Boulder	3.75%	\$179,085
Denver	16.25%	\$776,034
El Paso/Pikes Peak^	9.50%	\$453,681
Larimer	3.50%	\$167,146
Mesa	3.75%	\$179,085
Tri-County^	5.00%	\$238,780
Weld	6.50%	\$310,413
Rural Workforce Consortium^	23.75%	\$1,134,203

#### Part 6: Funding Distribution for each Local Workforce Sub-Area

As a result of the point distribution system and data gathered – the following chart represents the distribution of funding for each Local Workforce sub-area:

Rural Workforce Consortium Sub-Area	Funding Percentage	AEFLA Funding Maximum
Broomfield Sub-Area	8.25%	\$93,572
Eastern Sub-Area^	11.50%	\$130,433
Northwest Sub-Area	7.00%	\$79,394
Pueblo Sub-Area	14.00%	\$158,788
Rural Resort Sub-Area	13.00%	\$147,446
South Central Sub-Area	11.75%	\$133,269
Southeast Sub-Area	12.00%	\$136,104
Southwest Sub-Area	7.00%	\$79,394
Upper Arkansas Sub-Area	7.50%	\$85,065
Western Sub-Area	8.00%	\$90,736

## Appendix C: Risk Assessment\*

### Purpose

Per 2 CFR 200.331(b), the Office of Adult Education Initiatives (AEI) must conduct a risk assessment at the beginning of each program year, using established criteria, to evaluate each grantee's risk for the purpose of determining a monitoring plan.

### Process

Once Annual Financial Reports have been submitted, AEI will score the below elements for each grantee. Each grantee will receive a copy of their results once it is completed.

Elements are weighted between 1-5 points. An element that is weighted as a 5 means the element puts the grantee at higher risk than an element weighted at a 4 and so on. If the element does not pertain to the program an "N/A" will be entered. If the program is not at risk for that element, a "0" will be entered.

Grantees determined to be higher risk may be selected for a full or targeted on-site review. This means that a grantee may receive more than one on-site visit during the four-year grant cycle. Grantees receiving an on-site visit may be required to submit additional interim financial reports and/or receive additional monitoring calls from the AEI Program Coordinator.

#	Element	Points	Collection Method
1	Program did not receive AEFLA funding in the previous fiscal year.	5	Previous fiscal year AEFLA grantee list
2	The AEFLA and/or IELCE grant awards total over \$250,000.	4	Grant Award Letter(s)
3	Addition of new services (example: ESL or IET) or expansion of services into another Local Workforce Development Area.	3	Grantee Applications
4	Other entities (state/federal grant managers, partner agencies, auditors, staff employed by the program, etc.) have alerted the AEI office of potential risks.	4	AEI grantee notes
5	Grantee has missed the deadline for submission of more than three (3) AEFLA deadlines or grant requirements in the last fiscal year. Requesting an extension counts toward the missed deadline total.	3	AEI grantee notes
6	25% or fewer participants made an Educational Functioning Level Gain in the previous year.	5	NRS Table 4
7	Grantee did not meet the statewide Measurable Skill Gains Target	5	NRS Table 4
8	In the last program year, the grantee received at least one Program Improvement Plan	2	AEI program notes
9	In the last program year, the grantee received at least one Corrective Action Plan	4	AEI program notes
10	The program's most recent audit reveals areas of concern (AEI will document concerns).	4	Audit review
11	Program that was funded last year had turnover in one of the following grantee contacts within the last twelve (12) months: <ul style="list-style-type: none"> <li>• Primary contact</li> <li>• Secondary contact</li> <li>• Fiscal Contact</li> <li>• LACES System Administrator</li> <li>• Assessment Administrator</li> </ul>	5	Compare the prior year's grantee application to the current year grantee application
12	Agency returned 5% or more of grant funding in previous year.	4	Compare the prior year's grantee budget to the prior year's Annual Financial Report column within the budget

13	The program submits requests for reimbursement less than quarterly.	3	CDE Grants Fiscal drawdown tracker
14	CDE's Grants Fiscal documented concerns with the grantee's last Annual Financial Report filed.	4	CDE Grants Fiscal grantee notes
15	The grantee failed to follow through with the stated fiscal remediation plan after targeted technical assistance from the AEI Program Coordinator and Grants Fiscal.	3	AEI Program Coordinator and CDE Grants Fiscal grantee notes
16	More than 50% of the instructional staff do not have their Adult Basic Education Authorization credential	2	Staff List
<b>Total Points</b>		60	

## Appendix D: General Education Provisions Act

---

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

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

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

---

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

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

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

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