**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

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| **Lead Applicant Information** |
| **Program Name** |  | **DUNS #** |  |
| **Mailing Address** |  | **LEA/BOCES Code (if applicable)** |  |
| **Website** |  |
| **Organization Type** |
| [ ]  Local Educational Agency (LEA) [ ]  Community-Based Organization [ ]  Faith-Based Organization[ ]  Volunteer Literacy Organization [ ]  Institution of Higher Education [ ]  Public Non-Profit Agency[ ]  Private Non-Profit Agency [ ]  Library [ ]  Public Housing Authority[ ]  Other Non-Profit Type (if so, describe: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)[ ]  Consortium or Coalition (if so, check the boxes of the relevant entities)[ ]  Partnership Between an Employer and an Entity (if so, check the box of the relevant entity)[ ]  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 InformationThe 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?** | [ ]  Yes [ ]  No |
| If previously funded, were funds expended in a timely manner? | [ ]  Yes [ ]  No |
| If previously funded, were any unspent funds reverted back to CDE? | [ ]  Yes [ ]  No |
| **If *Yes*, please enter the year(s) and amount(s) below (Add rows as needed):** |
| **Year** |  | **Amount** |  |

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

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| **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). |
|  | **Applicant must select at least one of the services in this section.** | **Applicant may select any of these additional services.** |
| **Local Workforce Development Areas** | **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 |  |  |  |  |  |  |  |  |  |
| **Colorado Rural Workforce Consortium Sub-Areas** |  |  |  |  |  |  |  |  |  |
| 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**.

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| **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 |  |  |  |  |  |  |
| **TOTAL (ESL + ABE/ASE)** |  |  |  |  |  |  |
| **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 |  |  |  |  |  |  |
| **TOTAL Obtaining a High School Credential** |  |  |  |  |  |  |
| **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.

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| **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 |  |  |  |  |  |  |
| **TOTAL** |  |  |  |  |  |  |
| **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 |  |  |  |  |  |  |
| **TOTAL Obtaining a High School Credential** |  |  |  |  |  |  |
| **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 |  |  |  |  |  |  |