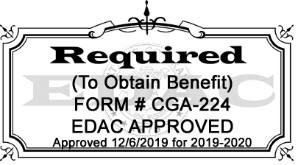


Funding Opportunity

Demonstrated Effectiveness Application Due: **Thursday, March 14, 2024, by 12:00 p.m. MT**

Applications Due: **Wednesday, May 1, 2024, by 11:59 pm MT**

[CDE’s GAINS Training Webinar](https://us02web.zoom.us/j/88580019935?pwd=MC9reExBcjF1R3dtVWdhZ0N3K2dkUT09): **Thursday, Feb. 22, 2024, at 10 a.m. 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.

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

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

**Applications Due: Wednesday, May 1, 2024, 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 E.

# 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:
   1. Are necessary to becoming full partners in the educational development of their children; and
   2. 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
   1. Improving their:
      1. Reading, writing, speaking, and comprehension skills in English; and
      2. Mathematical skills; and
   2. 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.
* A tribal organization
* Other

Applicants not funded in previous competitions are not precluded and may apply for funding in the current competition.

# Available Funds

Approximately $7.7 million is estimated to be available for adult education and literacy services under AEFLA (WIOA § 222(a)(1)) for the 2024-2025 fiscal year (July 1, 2024 – June 30, 2025), with funding contingent on federal appropriations. As is allowable according to WIOA § 222(a)(1), AEI will set aside 20% (roughly $1.5 million) 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 $5.1 million general AEFLA funds available for awards through the competitive grant application process in the 2024-2025 fiscal year (July 1, 2024 – June 30, 2025). Of this $5.1 million, approximately $1.1 million is estimated to be available specifically for Integrated English Literacy and Civics Education (IELCE) services for the 2024-2025 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 (LWDA) and Sub-Areas, excluding corrections education and IELCE funding. 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 F 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, AEI will attempt to award as many applicants within the same LWDA or Sub-Area as possible. Below is the distribution of funding per LWDA and Sub-Area.

|  |  |  |
| --- | --- | --- |
| **Local Workforce Area** | **Funding Percentage** | **AEFLA Funding Maximum** |
| Adams | 14.50% | $879,814.04 |
| Arapahoe/Douglas | 12.00% | $728,121.96 |
| Boulder | 4.25% | $257,876.53 |
| Denver | 12.25% | $743,291.17 |
| El Paso/Pikes Peak | 7.50% | $455,076.23 |
| Larimer | 3.50% | $212,368.91 |
| Mesa | 4.75% | $288,214.94 |
| Tri-County | 5.50% | $333,722.57 |
| Weld | 5.50% | $333,722.57 |
| Rural Workforce Consortium | NA | $1,835,474.11 |

|  |  |  |
| --- | --- | --- |
| **Rural Workforce Consortium Sub-Area** | **Funding Percentage** | **AEFLA Funding Maximum** |
| Broomfield Sub-Area | 6.75% | $123,894.50 |
| Eastern Sub-Area | 7.50% | $137,660.56 |
| Northwest Sub-Area | 4.00% | $73,418.96 |
| Pueblo Sub-Area | 12.00% | $220,256.89 |
| Rural Resort Sub-Area | 11.50% | $211,079.52 |
| South Central Sub-Area | 7.50% | $137,660.56 |
| Southeast Sub-Area | 7.50% | $137,660.56 |
| Southwest Sub-Area | 6.50% | $119,305.82 |
| Upper Arkansas Sub-Area | 6.00% | $110,128.45 |
| Western Sub-Area | 5.00% | $91,773.71 |

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 $1,038,298 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 of the rubric.\*

## Corrections Education

As part of the RFA, AEI will award approximately $1,516,923 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 of the rubric. \*

# Matching Funds

Applicants must demonstrate a funding match of 35% for the funds requested. \* 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. \*

# Performance Incentive Funding

AEI plans to make available additional funding for year one of the grant cycle at approximately the mid-year point based on a performance incentive funding pilot which may include data points around mid-year learner engagement, retention, and measurable skill gains. Grantees desiring these additional funds and eligible to receive them based on the performance incentive pilot schedule will work with AEI to complete mid-year budget revisions to include these additional funds. Additional details of the performance incentive pilot will be released at the grant kick-off meeting in the Summer of 2024.

# Allowable Use of Funds

An applicant that receives a grant shall use the monies to deliver the services described under each of the funding categories below:

## 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 with priority 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
  + 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.

## 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: \*

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

Only applicants that specifically address one or more of these five purposes identified for funding and have demonstrated effectiveness of service will be considered.

## In addition, applicants may apply to deliver one or more of the following categories within each Local Workforce Development Area to be served (if they have demonstrated effectiveness of service)\*:

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. AEFLA 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)).

## Individuals Eligible for Service

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 RFA, 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 age1;
  + 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.

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](https://www.cde.state.co.us/cdeadult/grantees/laces-data-dictionary/intake-and-16-year-old-learners) for a list of these exceptions.

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 [State Assessment Policy](https://www.cde.state.co.us/sites/default/files/docs/cdeadult/2024-25%20CO%20Assessment%20Policy%2002-20-24.docx) and that pre-test score resulted in a valid Educational Functioning Level (EFL), or have been placed into an EFL using the alternative options outlined in the State Assessment Policy,\* **and** have attained twelve (12) hours of instruction which is not interrupted by a period of absent greater than 90 consecutive days.

**Supplement Not Supplant**

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.

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)) in the budget portion of the application.

## One-Stop Partners

Grantees under the Adult Education and Family Literacy Act (AEFLA) 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 in [Colorado Policy Guidance Letter WIOA-2016-02, Change 2](https://drive.google.com/file/d/1dqtgTMx_P2bOO7qynsbco70AkGEhQW8e/view?usp=sharing).

# Duration of Grant

Grants will be awarded for a four-year term beginning in the 2024-2025 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, 2024 | June 30, 2025 | September 15, 2025 |
| Year 2 Funding (Continuation) | July 1, 2025 | June 30, 2026 | September 15, 2026 |
| Year 3 Funding (Continuation) | July 1, 2026 | June 30, 2027 | September 15, 2027 |
| Year 4 Funding (Continuation) | July 1, 2027 | June 30, 2028 | September 15, 2028 |

There will be no carryover of funds.

If awarded funds through this competitive process, 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 will be 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 of the participants 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.

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 monitoring. Monitoring may be conducted in a variety of formats including on-site, desk-top monitoring, virtual monitoring, etc.

# 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 included in legislative reports will be reported in the aggregate and follow CDE’s data suppression rules.

**Note:** Documents submitted as part of the application 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 n=16 for students or n=5 for educators.

Information reported to CDE in relation to grant activities is not confidential and is subject to public request. Applicants should ensure reported information does not contain Personally Identifiable Information (PII) or confidential information.

# Application Technical Assistance

Join the [GAINS Training webinar](https://us02web.zoom.us/j/88580019935?pwd=MC9reExBcjF1R3dtVWdhZ0N3K2dkUT09) on **Thursday Feb. 22, 2024, at 10 a.m. MT.** Applicants may submit questions about the grant application to the AEI office using the [2024-2028 AEFLA Grant Application Q&A Form](https://docs.google.com/forms/d/e/1FAIpQLSdR18t4jdtxRwQOwEcydAJej4EGSE0N7gDlQgA2aZw75FsMBA/viewform?usp=sharing). Responses can be viewed in the [2024-2028 AEFLA Application Q&A Responses document](https://docs.google.com/spreadsheets/d/1mn8SasJQ-O08X6-TusU-88AUoA2BpB33ERR47AfNnGk/edit?usp=drive_link).

The Grants Program Administration (GPA) Team will host weekly office hours on Tuesdays at 12:30 p.m. MT to support applicants on the access and use of the Grants Administration Implementation and Navigation System (GAINS). The weekly office hours are recommended for applicants who are involved in writing, submitting, and approving grants administered by the Colorado Department of Education (CDE). Office Hours will cover frequently asked questions (FAQs) and any other specific questions from attendees with a focus on providing technical assistance on the grants currently open in the system. [Register](https://us02web.zoom.us/j/84627692619?pwd=RWZrSW1hMENJd2lrWUVrTlIxZWF0Zz09) to join.

# Application Process and Timeline

**Part 1: Intent to Apply Form**

The Intent to Apply form opens on Thursday, February 22, 2024. Interested applicants must complete the [2024-2028 AEFLA Grant Competition Intent to Apply Form](https://forms.office.com/Pages/ResponsePage.aspx?id=yM9Rp5of206DcJ8cbUvqWgS09Rjf0Y9FquIwJ1Hd7rNURTFROTJXMk5HUDBUM0JGQzZTTDc5OU5FSSQlQCN0PWcu) by Thursday, **March 7, 2024, at 12 p.m. MT**. Completing the form does not obligate an organization to apply for the 2024-2028 AEFLA grant funding.

This competition is being run through [CDE’s Grant Administration Implementation and Navigation System (GAINS)](https://www.cde.state.co.us/gains) and the intent to apply will be used to provide access to GAINS to complete the two-part online application. Entities which complete the intent to apply form before 12:00 p.m. MT on Thursday, March 7, 2024, will be given access to GAINS to complete the Demonstrated Effectiveness application and will receive an email containing instructions for setting up a password and getting logged into GAINS.

## Part 2: Demonstrated Effectiveness Application Submission

WIOA requires applicants provide performance data of their record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy to demonstrate their effectiveness in offering the services funding through this grant program. The demonstrated effectiveness application opens on Tuesday, February 20, 2024. Applicants will complete and submit a demonstrated effectiveness application in GAINS no later than Thursday, March 14, 2024, at 12:00 p.m.

The demonstrated effectiveness application includes an unscored cover page, five required scored questions, and one optional scored question. Minimum points thresholds for meeting demonstrated effectiveness depend on the number of services for which the applicant is applying to deliver. More details on the demonstrated effectiveness application can be found in the Demonstrated Effectiveness Application Instructions section of this RFA.

Demonstrated effectiveness application score results will be provided to applicants on Monday, March 18, 2024. Applicants meeting the demonstrated effectiveness minimum points threshold will be provided access to the 2024-2028 AEFLA grant application in GAINS. Applicants not meeting the demonstrated effectiveness minimum points threshold will not be provided access to the grant application in GAINS and will have an opportunity to submit a request to reconsider the demonstrated effectiveness score no later than Thursday, March 28, 2024, at 12:00 p.m. See the Demonstrated Effectiveness Application Instructions section of this RFA for more information about submitting a request to reconsider.

**Part 3: Narrative Application Submission**

Applicants meeting the demonstrated effectiveness minimum points threshold will be provided access to the 2024-2028 separate narrative application in GAINS. The narrative application instructions and questions can be found in the Narrative Application section of this RFA. The application includes an unscored cover page, budget submission, and the following sections of scored and unscored narrative questions:

|  |  |  |
| --- | --- | --- |
| Section | # of Scored Questions | Maximum points |
| A: Executive Summary | 1 | 6 |
| B: Demonstrated Effectiveness | 8 | 55 |
| C. Quality of Services | 10 | 63 |
| D. Leveraging Data | 6 | 45 |
| E. Leveraging Technology | 4 | 45 |
| F. Workforce Development and Partnerships | 4 | 33 |
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| J. Corrections Education (if applicable) | 4 | 40 |
| K. Family Literacy Program (if applicable | 2 | 32 |
| L. Workplace Literacy Program (if applicable) | 2 | 25 |
| M. Local Assurances Acknowledgement | 14 | | NA |
| N. Local Workforce Development Board Review | 5 | | NA |

Applicants will complete and submit a narrative application in GAINS no later than Wednesday, May 1, 2024, at 12:00 p.m.

## Part 4: 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 for alignment with local plans (see Appendix A). CDE strongly encourages applicants to review local area plans (available on the [Colorado Workforce](https://www.colorado.gov/pacific/cwdc/regional-and-local-plans) [Development Council website](https://www.colorado.gov/pacific/cwdc/regional-and-local-plans)) to ensure alignment. \*

Should an eligible provider submit an application to serve more than one Local Workforce Development Area and/or Sub-Area, recommendations from each Local Workforce Development Board review will be available to application reviewers and will be considered when reviewers score the application.

Local Workforce Development Boards will review and provide feedback on the application alignment to local workforce development area plans between Monday, May 6, 2024, and Friday, May 10, 2024, via DocuSign.

## Part 5: Reviewer Scoring

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. This is a competitive process.

Applicants may apply for one or more of the services described in the application narrative. Applicants must score no less than 70% of the total points possible from Part B sections A-G in order to be recommended for funding. If applying for any of the optional, additional services (IELCE IET, AEFLA IET, CE, FL and WPL) applicants must also score no less than 70% of the total points available in each additional section from Part B of the narrative (H-L) for which the applicant is applying. In addition to the minimum points requirements, all required elements of the application must be addressed in order to be recommended for funding.

Reviewers will score applications in GAINS following the rubric provided in the Narrative Application Evaluation Rubric section of this RFA. Once all of the applications have been evaluated, the review panel will submit their scores and recommendations to CDE. See Appendix B for a summary of the reviewer application process.

**Part 5: 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. If there are multiple applications for one local workforce development area/sub-area that meet the minimum number of points needed for approval, the total points of those applicants will be ranked from highest to lowest with funding requests made to the highest scoring applicant first, the second highest scoring application next, and so on until no funding remains for that local area/sub-area. CDE staff from AEI and the Office of Grants Program Administration will work to fund as many applicants meeting the minimum scoring threshold as possible within the local area, with consideration provided to a variety of available services.

Applicants will receive their scores, review team comments, and notice of award or notice of not being awarded funds on Monday, June 3, 2024. Please note that funding amounts are subject to change depending on federal funding and the results of any appeals.

**Part 6: Appeals**

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 a 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 Appendix C for an outline of CDE’s AEFLA Appeal Hearing Process.

# Demonstrated Effectiveness Application Instructions

Per 34 CR 463.20(d)(3), an applicant must provide performance data of its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy. 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 Any of the States' individual indicator scores fall below 50 percent for the program year. Therefore, Colorado has set minimum demonstrated effectiveness for the primary indicators of performance (116(b)(2)(A) of WIOA) as described in the application below.

The Demonstrated Effectiveness application will be screened by CDE AEI staff to determine if the applicant is eligible to complete the full grant application. 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 Demonstrated Effectiveness application.

When completing each question, applicants should provide all necessary data points so that the reviewer can replicate the answer. For instance, if the program had 42% level gains for adult basic education, the answer should also include that 63 students achieved a level gain out of 150 total students.

This demonstrated effectiveness application must be completed and submitted in the Colorado Department of Education’s (CDE) Grant Administration and Implementation Navigation System (GAINS). The Adult Education Initiatives (AEI) office recommends compiling data and responses to the demonstrated effectiveness application questions outside of GAINS prior to logging into the system to complete the application. This demonstrated effectiveness application must be submitted in GAINS no later than Thursday, March 14, 2024, at 12:00 p.m.

After providing cover page information, applicants will select whether they have ever been funded under AEFLA/WIOA and whether they have been funded with the AEFLA/WIOA grant within the last 4 years (2019-2020, 2020-2021, 2021-2022, and 2023-2024).

Applicants not funded by AEFLA/WIOA within the last 4 years must provide performance data utilizing whatever data is available to demonstrate effectiveness in each area. It is recommended that applicants not funded by AEFLA/WIOA within the last 4 years, but which have received state, AELA (Adult Education and Literacy Act) grant funding during that time period and have access to LACES follow a similar data collection process as previously AEFLA-funded applicants.

A narrative providing the source, time frame, and context for the data must be included with each question for all applicants not funded by AEFLA/WIOA within the last 4 years. Please note that if an applicant which has not received AEFLA/WIOA funding within the last 4 years does not complete these required additional narrative questions, they will not receive points for any data submitted in that question of the application.

Applicants not funded by AEFLA/WIOA within the last 4 years are strongly encouraged to review the following performance accountability and data collection resources before completing the demonstrated effectiveness screening application:

* [National Reporting System (NRS) Technical Assistance](https://nrsweb.org/sites/default/files/NRS-TA-Mar2021-508.pdf) Guide
* AEFLA/WIOA Key Definitions (Appendix E)
* [Adult Education Initiatives (AEI) Grants Fiscal Reference Guide](https://www.cde.state.co.us/cdeadult/grantees/handbook/grants-fiscal-reference-guide)

Applicants funded by AEFLA/WIOA within the last 4 years must provide data as determined by WIOA section 116 performance measures. The Adult Education Initiatives Office has prepared Appendix H for use by previously funded applicants when completing the demonstrated effectiveness screening application.

The AEI and Grants Program Administration (GPA) offices at CDE will review demonstrated effectiveness applications for completeness and scoring following the rubric outlined below. Please note that the minimum points threshold increases as the number of different service types selected in question number one of the demonstrated effectiveness application increases. The more service types the applicant will be applying for, the higher the minimum points threshold becomes.

Demonstrated effectiveness application score results will be provided to applicants on Monday, March 18, 2024. Applicants meeting the demonstrated effectiveness minimum points threshold will be provided access to the 2024-2028 AEFLA grant application in GAINS. Applicants not meeting the demonstrated effectiveness minimum points threshold will not be provided access to the grant application in GAINS.

Applicants not meeting the minimum points threshold may submit to the AEI office a request to reconsider their demonstrated effectiveness application score. This request to reconsider their application’s score must be completed in the [2024-2028 AEFLA Demonstrated Effectiveness Request to Reconsider online form](https://forms.office.com/r/3TFjGf5TEP) and must be submitted no later than Thursday, March 28, 2024, at 12:00 p.m. The AEI and GPA offices will consider these requests and will notify applicants of the results of their request no later than Monday, April 1, 2024. Should the request to reconsider result in eligibility to apply for the 2024-2028 AEFLA grant application, the GPA office will provide the applicant access to the grant application in GAINS.

# Demonstrated Effectiveness Application: Cover Page

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | | |
| **Applicant Information** | | | | | | | |
| **Program Name** | |  | | | **UEI** |  | |
| **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: ) * Tribal organization * 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** |  | | |
| **Primary Program Contact Information**  (must be employed by the applicant) \* | | | | | | | |
| **Name** |  | | | **Title** |  | | |
| **Telephone** |  | | | **E-mail** |  | | |
| **Fiscal Manager Information\*** | | | | | | | |
| **Name** |  | | | **Title** |  | | |
| **Telephone** |  | | | **E-mail** |  | | |
|  | | | | | | | |
| **Total Funding Requested** | | |  | | | | |
| **Previous Grant Information**  The following information will be verified by CDE\* | | | | | | | |
| **Has the applicant previously received the Adult Education and Family Literacy Act grant?** | | | | | | □ Yes ☐ No | |
| **If *Yes*, please enter the year(s):** | | | | |  | | |
| I**ndicate which Local Workforce Development Areas (LWDA) and sub-areas in which the applicant anticipates applying for funding:** | | | | | | | |
| Adams | | |  | | | | |
| Arapahoe/Douglas | | |  | | | | |
| Boulder | | |  | | | | |
| Denver | | |  | | | | |
| Larimer | | |  | | | | |
| Mesa | | |  | | | | |
| Pikes Peak | | |  | | | | |
| Tri-County | | |  | | | | |
| Weld | | |  | | | | |
| **Colorado Rural Workforce Consortium** | | | | | | | |
| 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 | | |  | | | | |

# Demonstrated Effectiveness Application: Questions

1. Provide 2020-2021, 2021-2022, and 2022-2023 performance data on the effectiveness of instruction in each of the areas that services will be provided during the first, 2024-2025, program year of the four-year grant cycle. Funded applicants will have opportunities post-award to add service types providing that evidence becomes available of effectiveness in delivering those services. Previously AEFLA funded grantees will submit measurable skill gain rates as evidence of the prior effectiveness of instruction. (See Appendix H). Non-previously funded applicants must provide performance data utilizing whatever data is available and must complete sub-question j.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Service type: | a. ABE | b. ASE | c. ELA | d. Family Literacy | e. Workplace Literacy | f. Corrections Education | g. IELCE | h. IELCE IET | i. AEFLA IET |
| Not applying for this service/funds |  |  |  |  |  |  |  |  |  |
| 2020-2021 Numerator |  |  |  |  |  |  |  |  |  |
| 2020-2021 Denominator |  |  |  |  |  |  |  |  |  |
| 2020-2021 Rate |  |  |  |  |  |  |  |  |  |
| 2021-2022 Numerator |  |  |  |  |  |  |  |  |  |
| 2021-2022 Denominator |  |  |  |  |  |  |  |  |  |
| 2021-2022 Rate |  |  |  |  |  |  |  |  |  |
| 2022-2023 Numerator |  |  |  |  |  |  |  |  |  |
| 2022-2023 Denominator |  |  |  |  |  |  |  |  |  |
| 2022-2023 Rate |  |  |  |  |  |  |  |  |  |
| 3-year rate average |  |  |  |  |  |  |  |  |  |
| j. Non-previously AEFLA funded applicants only: Provide a narrative response describing the source, time period, and context for the data in each of the service areas above. If the data used did not occur within the last five years, please describe why that data is not available or is not being submitted. | | | | | | | | | |
|  | | | | | | | | | |

2. Provide the percentage of program participants who were in unsubsidized employment during the second quarter after exit for program years 2020-2021, 2021-2022, and 2022-2023. Previously AEFLA funded grantees will submit rates from NRS Table 5 from the relevant years as evidence of the prior effectiveness of instruction. (See Appendix H). Non-previously funded applicants must provide performance data utilizing whatever data is available and must complete sub-question a. Please note that this should be measured on learners who exited during the following time frames:

* 2020-2021: exits between July 1, 2019, and June 30, 2020
* 2021-2022: exits between July 1, 2020, and June 30, 2021
* 2022-2023: exits between July 1, 2021, and June 30, 2022

|  |  |
| --- | --- |
| 2020-2021 Numerator |  |
| 2020-2021 Denominator |  |
| 2020-2021 Rate |  |
| 2021-2022 Numerator |  |
| 2021-2022 Denominator |  |
| 2021-2022 Rate |  |
| 2022-2023 Numerator |  |
| 2022-2023 Denominator |  |
| 2022-2023 Rate |  |
| 3-year rate average |  |
| a. Non-previously AEFLA funded applicants only: Provide a narrative response describing the source, time period, and context for the data in each of the service areas above. If the data used did not occur within the last five years, please describe why that data is not available or is not being submitted. | |
|  | |

3. Provide the median earnings of program participants who were in unsubsidized employment during the second quarter after exit for program years 2020-2021, 2021-2022, and 2022-2023. Previously AEFLA funded grantees will submit median earnings from NRS Table 5 from the relevant years as evidence of the prior effectiveness of instruction. (See Appendix H). Non-previously funded applicants must provide performance data utilizing whatever data is available and must complete sub-question a. Please note that this should be measured on learners who exited during the following time frames:

* 2020-2021: exits between July 1, 2019, and June 30, 2020
* 2021-2022: exits between July 1, 2020, and June 30, 2021
* 2022-2023: exits between July 1, 2021, and June 30, 2022

|  |  |
| --- | --- |
| 2020-2021 Median |  |
| 2021-2022 Median |  |
| 2022-2023 Median |  |
| 3-year rate average |  |
| a. Non-previously AEFLA funded applicants only: Provide a narrative response describing the source, time period, and context for the data in each of the service areas above. If the data used did not occur within the last five years, please describe why that data is not available or is not being submitted. | |
|  | |

4. Provide the percentage of program participants who were in unsubsidized employment during the fourth quarter after exit for program years 2020-2021, 2021-2022, and 2022-2023. Previously AEFLA funded grantees will submit rates from NRS Table 5 from the relevant years as evidence of the prior effectiveness of instruction. (See Appendix H). Non-previously funded applicants must provide performance data utilizing whatever data is available and must complete sub-question a. Please note that this should be measured on learners who exited during the following time frames:

* 2020-2021: exits between January 1, 2019, and December 31, 2019
* 2021-2022: exits between January 1, 2020, and December 31, 2020
* 2022-2023: exits between January 1, 2021, and December 31, 2021

|  |  |
| --- | --- |
| 2020-2021 Numerator |  |
| 2020-2021 Denominator |  |
| 2020-2021 Rate |  |
| 2021-2022 Numerator |  |
| 2021-2022 Denominator |  |
| 2021-2022 Rate |  |
| 2022-2023 Numerator |  |
| 2022-2023 Denominator |  |
| 2022-2023 Rate |  |
| 3-year rate average |  |
| a. Non-previously AEFLA funded applicants only: Provide a narrative response describing the source, time period, and context for the data in each of the service areas above. If the data used did not occur within the last five years, please describe why that data is not available or is not being submitted. | |
|  | |

5. Provide the percentage of program participants who attained a credential while enrolled or within a year of exit for program years 2020-2021, 2021-2022, and 2022-2023. Previously AEFLA funded grantees will submit rates from NRS Table 5 from the relevant years as evidence of the prior effectiveness of instruction. (See Appendix H). Non-previously funded applicants must provide performance data utilizing whatever data is available and must complete sub-question a. Please note that this should be measured on learners who exited during the following time frames:

* 2020-2021: exits between January 1, 2019, and December 31, 2019
* 2021-2022: exits between January 1, 2020, and December 31, 2020
* 2022-2023: exits between January 1, 2021, and December 31, 2021

|  |  |
| --- | --- |
| 2020-2021 Numerator |  |
| 2020-2021 Denominator |  |
| 2020-2021 Rate |  |
| 2021-2022 Numerator |  |
| 2021-2022 Denominator |  |
| 2021-2022 Rate |  |
| 2022-2023 Numerator |  |
| 2022-2023 Denominator |  |
| 2022-2023 Rate |  |
| 3-year rate average |  |
| a. Non-previously AEFLA funded applicants only: Provide a narrative response describing the source, time period, and context for the data in each of the service areas above. If the data used did not occur within the last five years, please describe why that data is not available or is not being submitted. | |
|  | |

6. (OPTIONAL): Unique Circumstances Impacting Demonstrated Effectiveness

Applicants may use this section to describe any special circumstances during 2020-2021, 2021-2022, and 2022-2023 program years that impacted the program’s ability to demonstrate effectiveness in one or more of the categories above. The narrative must:

a. Identify the area(s) impacted, and specifically note which questions (1-5) above were impacted.

b. Identify the circumstance(s) that impacted the program’s ability to demonstrate effectiveness.

c. Describe the approach and steps taken to resolve the circumstance(s) or, if ongoing, the plan of action in place or in development to work towards improvement.

# Demonstrated Effectiveness Application: Scoring Rubric

An applicant will be eligible to apply for the 2024-2028 AEFLA grant program if they meet the following minimum points. Please note that the minimum points threshold increases as the number of different service types selected in question number one of the demonstrated effectiveness application increases. The more service types the applicant will be applying for, the higher the points threshold becomes.

* 1 service type = 5 points minimum
* 2 service types = 6 points minimum
* 3 service types = 7 points minimum
* 4 service types = 8 points minimum
* 5 service types = 9 points minimum
* 6 service types = 10 points minimum
* 7 service types = 11 points minimum
* 8 service types = 12 points minimum
* 9 service types = 13 points minimum

Please also note that applicants which have not received AEFLA/WIOA funding within the last 4 years which do not complete the required narrative questions describing the source, time frame, and context for the data submitted will not receive points that question of the application.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Program Name:** |  | | | | |
| Has the applicant received the Adult Education and Family Literacy Act (AEFLA) grant funding within the last 4 years? | | Yes/No | | | |
| Question | | Not effective | Effective | Exceeds Effectiveness | Total |
| 1. Instructional Effectiveness by proposed area of service for 2020-2021, 2022-2022, and 2022-2023. | | | | | |
| 1. Adult Basic Education: 3-year statewide average (2020-2021, 2021-2022, 2022-2023): **40.91%**     Applicant 3-year average:     * 0 points – Data Provided is below 80% of the statewide average (0% - 32.72%) * 1 point – Data provided is at 80% - 120% of the statewide average (32.73% - 49.09%) * 2 points – data provided is greater than 120% of the statewide average (49.10% +) | | 0 | 1 | 2 |  |
| 1. Adult Secondary Education: 3-year statewide average (2020-2021, 2021-2022, 2022-2023): **42.07%**     Applicant 3-year average:     * 0 points – Data Provided is below 80% of the statewide average (0% - 33.65%) * 1 point – Data provided is at 80% - 120% of the statewide average (33.66% - 50.49%) * 2 points – Data provided is greater than 120% of the statewide average (50.50% +) | | 0 | 1 | 2 |  |
| 1. English Language Acquisition: 3-year statewide average (2020-2021, 2021-2022, 2022-2023): **46.04%**     Applicant 3-year average:     * 0 points – Data Provided is below 80% of the statewide average (0% - 36.82%) * 1 point – Data provided is at 80% - 120% of the statewide average (36.83% - 55.25%) * 2 points – Data provided is greater than 120% of the statewide average (55.26% +) | | 0 | 1 | 2 |  |
| 1. Family Literacy: 3-year statewide average (2020-2021, 2021-2022, 2022-2023): **49.33%**     Applicant 3-year average:     * 0 points – Data Provided is below 80% of the statewide average (0% - 39.45%) * 1 point – Data provided is at 80% - 120% of the statewide average (39.46% - 59.20%) * 2 points – Data provided is greater than 120% of the statewide average (59.21% +) | | 0 | 1 | 2 |  |
| 1. Workplace Literacy: 3-year statewide average (2020-2021, 2021-2022, 2022-2023): **10.42%**     Applicant 3-year average:     * 0 points – Data Provided is below 80% of the statewide average (0% - 8.32%) * 1 point – Data provided is at 80% - 120% of the statewide average (8.33% - 12.50%) * 2 points – Data provided is greater than 120% of the statewide average (12.51% +) | | 0 | 1 | 2 |  |
| 1. Correctional Education: 3-year statewide average (2020-2021, 2021-2022, 2022-2023): **43.37%**     Applicant 3-year average:     * 0 points – Data Provided is below 80% of the statewide average (0% - 34.69%) * 1 point – Data provided is at 81% - 120% of the statewide average (34.70% - 52.04%) * 2 points – Data provided is greater than 120% of the statewide average (52.05% +) | | 0 | 1 | 2 |  |
| 1. Integrated English Literacy and Civics Education: 3-year statewide average (2020-2021, 2021-2022, 2022-2023): **43.96%**     Applicant 3-year average:     * 0 points – Data Provided is below 80% of the statewide average (0% - 35.16%) * 1 point – Data provided is at 81% - 120% of the statewide average (35.17% - 52.75%) * 2 points – Data provided is greater than 120% of the statewide average (52.76% +) | | 0 | 1 | 2 |  |
| 1. IELCE Integrated Education and Training: 3-year statewide average (2020-2021, 2021-2022, 2022-2023): **75.70%**     Applicant 3-year average:     * 0 points – Data Provided is below 80% of the statewide average (0% - 60.55%) * 1 point – Data provided is at 81% - 120% of the statewide average (60.56%% - 90.83%) * 2 points – Data provided is greater than 120% of the statewide average (90.84% +) | | 0 | 1 | 2 |  |
| 1. AEFLA Integrated Education and Training: 3-year statewide average (2020-2021, 2021-2022, 2022-2023): **83.33%**     Applicant 3-year average:     * 0 points – Data Provided is below 80% of the statewide average (0%-66.66%) * 1 point – Data provided is at 81% - 120% of the statewide average (66.67% - 100.00%) * 2 points – data provided is greater than 120% of the statewide average (100.01%) | | 0 | 1 | 2 |  |
|  | | Required | | Responded | |
| 1. Non-previously AEFLA funded applicants only: Provide a narrative response describing the source, time period, and context for the data in each of the service areas above. If the data used did not occur within the last five years, please describe why that data is not available or is not being submitted. | | Yes/No | | Yes/No  (if “No” remove points above) | |
| Question | | Not effective | Effective | Exceeds Effectiveness | Total |
| 1. Effectiveness in the percentage of program participants who were in unsubsidized employment during the second quarter after exit for program years 2020-2021, 2021-2022, and 2022-2023: 3-year statewide average: **25.46%**     Applicant 3-year average:     * 0 points – Data Provided is below 80% of the statewide average (0% - 20.35%) * 1 point – Data provided is at 80% - 120% of the statewide average (20.36% - 30.55%) * 2 points – Data provided is greater than 120% of the statewide average (30.56% +) | | 0 | 1 | 2 |  |
|  | | Required | | Responded | |
| 2.a. Non-previously AEFLA funded applicants only: Provide a narrative response describing the source, time period, and context for the data above. If the data used did not occur within the last five years, please describe why that data is not available or is not being submitted. | | Yes/No | | Yes/No  (if “No” remove points above) | |
| Question | | Not effective | Effective | Exceeds Effectiveness | Total |
| 1. Effectiveness in the median earnings of program participants who were in unsubsidized employment during the second quarter after exit for program years 2020-2021, 2021-2022, and 2022-2023: 3-year statewide average: **$5,866.15**     Applicant 3-year average:     * 0 points – Data Provided is below 80% of the statewide average ($0 - $4,692.91) * 1 point – Data provided is at 80% - 120% of the statewide average ($4,692.92 - $7,039.38) * 2 points – Data provided is greater than 120% of the statewide average ($7,039.39+) | | 0 | 1 | 2 |  |
|  | | Required | | Responded | |
| 3.a. Non-previously AEFLA funded applicants only: Provide a narrative response describing the source, time period, and context for the data above. If the data used did not occur within the last five years, please describe why that data is not available or is not being submitted. | | Yes/No | | Yes/No  (if “No” remove points above) | |
| Question | | Not effective | Effective | Exceeds Effectiveness | Total |
| 1. Effectiveness in the percentage of program participants who were in unsubsidized employment during the fourth quarter after exit for program years 2020-2021, 2021-2022, and 2022-2023: 3-year statewide average: **17.50%**     Applicant 3-year average:   * 0 points – Data Provided is below 80% of the statewide average (0.00% - 13.99%) * 1 point – Data provided is at 80% - 120% of the statewide average (14.00% - 21.00%) * 2 points – Data provided is greater than 120% of the statewide average (21.01% +) | | 0 | 1 | 2 |  |
|  | | Required | | Responded | |
| 4.a. Non-previously AEFLA funded applicants only: Provide a narrative response describing the source, time period, and context for the data above. If the data used did not occur within the last five years, please describe why that data is not available or is not being submitted. | | Yes/No | | Yes/No  (if “No” remove points above) | |
| Question | | Not effective | Effective | Exceeds Effectiveness | Total |
| 1. Effectiveness in the percentage of program participants who attained a credential while enrolled or within a year of exit for program years 2020-2021, 2021-2022, and 2022-2023: 3-year statewide average: **27.37%**     Applicant 3-year average:     * 0 points – Data Provided is below 80% of the statewide average (0% - 21.89%) * 1 point – Data provided is at 80% - 120% of the statewide average (21.90% - 32.84%) * 2 points – Data provided is greater than 120% of the statewide average (32.85% +) | |  |  |  |  |
|  | | Required | | Responded | |
| 5.a. Non-previously AEFLA funded applicants only: Provide a narrative response describing the source, time period, and context for the data above. If the data used did not occur within the last five years, please describe why that data is not available or is not being submitted. | | Yes/No | | Yes/No  (if “No” remove points above) | |
| Question | | Not effective | Effective | Exceeds Effectiveness | Total |
| Question 6 (OPTIONAL): Unique Circumstances Impacting Demonstrated Effectiveness.    Did not address or inadequately addressed < (0 - 1 Points)   * A vague description of the circumstances that impacted the program’s performance is provided. * A vague description of the area(s) impacted is provided. Description does not include which questions (1-5) were impacted. * A vague description of the program’s minimal efforts to address the circumstances is provided and it is unclear whether the steps taken are related to the problem(s) identified. * Little or no supporting data is provided. * Little or no plans to address these issues in the future are provided.     Addressed (2-3 Points)   * A general description of the circumstances that impacted the program’s performance is provided. * A general description of the specific area(s) affected is provided. Description includes general reference to questions impacted (1-5) but does not list them separately. * A general description of the program’s efforts to address these circumstances is provided and the steps taken are related to the problem(s) identified. * Some supporting data is provided. * A general action plan to continue to address these concerns in the future is provided.     Exceptionally Addressed (4 Points)   * A detailed description of the circumstances that impacted the program’s performance is provided. * A detailed description of the specific area(s) affected is provided. Description includes specific reference to each question impacted (1-5). * A detailed description of the program’s significant efforts to address these circumstances by area is provided and the steps taken are clearly related to the problem(s) identified. * Supporting data demonstrating improvement in the last year is provided. * A detailed action plan to continue to address these concerns in the future is provided (by area and question). | | 0-1 | 2-3 | 4 |  |
|  | | | | | |
| Total Services applied for (questions 1.a – 1.i) | |  | | | |
| Minimum points needed based on services applied for:     * 1 service type = 5 points minimum * 2 service types = 6 points minimum * 3 service types = 7 points minimum * 4 service types = 8 points minimum * 5 service types = 9 points minimum * 6 service types = 10 points minimum * 7 service types = 11 points minimum * 8 service types = 12 points minimum * 9 service types = 13 points minimum | |  | | | |
| Total Points (questions 1-6) | |  | | | |
| Demonstrated Effectiveness/Eligible to Apply | | Yes/No | | | |

# Narrative Application

Applicants will complete the following required application elements in GAINS no later than Wednesday, May 1, 2024.

* + Part A: Application Cover Pages (GAINS)
  + Part B: Application Narrative Responses (GAINS)
    - Section A: Executive Summary
    - Section B: Demonstrated Effectiveness
    - Section C: Quality of Services
    - Section D: Leveraging Data
    - Section E: Leveraging Technology
    - Section F: Workforce Development and Partnerships
    - Section G: Budget Narrative and Financials
    - Section H: Integrated English Literacy and Civics Education Program (if applicable)
    - Section I: AEFLA Integrated Education and Training Program (if applicable)
    - Section J: Corrections Education and Education of other Institutionalized Individuals Program (if applicable)
    - Section K: Family Literacy Program (if applicable)
    - Section L: Workplace Literacy Program (if applicable)
    - Section M: Local Assurances Acknowledgement
* [PY 24-25 Accessible Design Assurances](https://www.cde.state.co.us/sites/default/files/docs/cdeadult/2024-25%20Accessible%20Design%20Assurances.docx)
* [PY 24-25 Assessment Assurances](https://www.cde.state.co.us/sites/default/files/docs/cdeadult/2024-25%20Assessment%20Assurances.docx)
* [PY 24-25 Attendance Assurances](https://www.cde.state.co.us/cdeadult/24-24_aefla_aa)
* [PY 24-25 Conflict of Interest Assurances](https://www.cde.state.co.us/sites/default/files/docs/cdeadult/2024-25%20Conflict%20of%20Interest%20Assurances.docx)
* [PY 24-25 Data Assurances](https://www.cde.state.co.us/sites/default/files/docs/cdeadult/2024-25%20Data%20Assurances.docx)
* [PY 24-25 Distance Education Assurances](https://www.cde.state.co.us/cdeadult/24-25_aefla-dea)
* [PY 24-25 Family Literacy Assurances](https://www.cde.state.co.us/sites/default/files/docs/cdeadult/2024-25%20Family%20Literacy%20Assurances.docx)
* [PY 24-25 Fiscal Assurances](https://www.cde.state.co.us/sites/default/files/docs/cdeadult/2024-25%20Fiscal%20Assurances.docx)
* [PY 24-25 General Assurances](https://www.cde.state.co.us/sites/default/files/docs/cdeadult/2024-25%20General%20Assurances.docx)
* [PY 24-25 IELCE Assurances](https://www.cde.state.co.us/sites/default/files/docs/cdeadult/2024-25%20IELCE%20Assurances.docx)
* [PY 24-25 IET Assurances](https://www.cde.state.co.us/cdeadult/24-25_iet)
* [PY 24-25 Professional Learning Assurances](https://www.cde.state.co.us/cdeadult/24-25_aefla-pla)
* [PY 24-25 Transition Planning Assurances](https://www.cde.state.co.us/sites/default/files/docs/cdeadult/2024-25%20Transition%20Planning%20Assurances.docx)
* [PY 24-25 Workplace Literacy Assurances](https://www.cde.state.co.us/cdeadult/24-25_aefla-wla)
  + [Part C: Adult Education and Family Literacy Act Budget Worksheet](https://www.cde.state.co.us/sites/default/files/docs/cdeadult/AEFLA%2024-25%20Budget%20Template.xlsx) (GAINS)
  + [Part D: Integrated English Literacy and Civics Education Budget Worksheet](https://www.cde.state.co.us/sites/default/files/docs/cdeadult/IELCE%2024-25%20Budget%20Template.xlsx) (GAINS) *(if applicable)*

## Consortia Applications

Applicants applying as a consortium (a coalition of organizations) 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.

**Scoring & Minimum Point Requirements**

Applicants may apply for one or more of the services described in the application narrative. Applicants must score no less than 70% of the total points possible from Part B sections A-G in order to be recommended for funding. If applying for any of the optional, additional services (IELCE IET, AEFLA IET, CE, FL and WPL) applicants must also score no less than 70% of the total points available in each additional section from Part B of the narrative (H-L) for which the applicant is applying. In addition to the minimum points requirements, all required elements of the application must be addressed in order to be recommended for funding.

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

**Applications Due: Wednesday, May 1, 2024, by 11:59 pm MT**

All elements of the grant application will be completed in the GAINS online application. Applicants are advised to complete their information in a planning document and copy responses into the online GAINS application. Applicants can save an application “in process” in GAINS. Be aware that GAINS does not save automatically so applicants should manually save their work as they go.

# Part A: Cover Page

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | | | | |
| **Lead Applicant Information** | | | | | | | | | |
| **Program Name** |  | | | | **UEI #** | |  | | |
| **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) * Tribal organization * Other | | | | | | | | | |
| **Authorized Representative Information** | | | | | | | | | |
| **Name** |  | | **Title** |  | | | | | |
| **Telephone** |  | | **E-mail** |  | | | | | |
| **Primary Program Contact Information**  (must be employed by the applicant)\* | | | | | | | | | |
| **Name** |  | | **Title** |  | | | | | |
| **Telephone** |  | | **E-mail** |  | | | | | |
| **Fiscal Manager Information\*** | | | | | | | | | |
| **Name** |  | | **Title** |  | | | | | |
| **Telephone** |  | | **E-mail** |  | | | | | |
|  | | | | | | | | | |
| **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?** | | | | | | | □ 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:** | | | | | | | | | |
| **Year** |  | | **Amount** | |  | | | | |
| **LWDA & Services Information** | | | | | | | | | |
| Indicate which primary services, Adult Basic Education (ABE), Adult Secondary Education (ASE), and English Language Acquisition (ELA) will be offered in each Local Workforce Development Area and/or sub-area. At least one of these three activities must be provided in any LWDA in which the applicant is applying for funding. | | | | | | | | | |
| Local Workforce Development Area/sub-area | | ABE | | ASE | | | | ELA | |
| Adams | |  | |  | | | |  | |
| Arapahoe/Douglas | |  | |  | | | |  | |
| Boulder | |  | |  | | | |  | |
| Denver | |  | |  | | | |  | |
| Larimer | |  | |  | | | |  | |
| Mesa | |  | |  | | | |  | |
| Pikes Peak | |  | |  | | | |  | |
| Tri-County | |  | |  | | | |  | |
| Weld | |  | |  | | | |  | |
| **Colorado Rural Workforce Consortium** | | | | | | | | | |
| 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 | |  | |  | | | |  | |
| Indicate the additional services that will be offered in each Local Workforce Development Area or sub-area. Offering additional services is not required. Applicants must meet the following thresholds to apply for these additional services in the first year of the grant cycle:   * Integrated Education and Training programming (AEFLA IET) – 50% * Integrated English Literacy and Civics Education Funding (IELCE IET) - 50% * Correctional Education Funding (CE) – 35% * Family Literacy Programming (FL) – 40%   **Note:** There is no demonstrated effectiveness threshold to apply for Workplace Literacy programming in the first year of the grant cycle. | | | | | | | | | |
| Local Workforce Development Area/sub-area | | AEFLA IET | | IELCE IET | | FL | | WPL | CE |
| Adams | |  | |  | |  | |  |  |
| Arapahoe/Douglas | |  | |  | |  | |  |  |
| Boulder | |  | |  | |  | |  |  |
| Denver | |  | |  | |  | |  |  |
| Larimer | |  | |  | |  | |  |  |
| Mesa | |  | |  | |  | |  |  |
| Pikes Peak | |  | |  | |  | |  |  |
| Tri-County | |  | |  | |  | |  |  |
| Weld | |  | |  | |  | |  |  |
| **Colorado Rural Workforce Consortium** | | | | | | | | | |
| 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 B: Application Narrative Instructions and Questions

Please use the prompts below to construct the narrative for your application. It is recommended that applicants prepare responses outside of GAINS and review the evaluation rubric for additional details while crafting responses. As a reminder, responses will be submitted via GAINS. Applicants can save an application “in process” in GAINS. Be aware that GAINS does not save automatically so applicants should manually save their work as they go.

For those applicants that have previously received funding from the Adult Education and Family Literacy Act (AEFLA) 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. CDE does notendorse or support the information featured in the following sources:

* [U.S. Census Bureau American Community Survey](https://www.census.gov/programs-surveys/acs)
* [CO Labor Market Information](https://www.colmigateway.com/)
* [CO Regional and Local Workforce Area Plans](https://cwdc.colorado.gov/wioa/regional-and-local-plans)
* [CO Talent Pipeline Reports](https://cwdc.colorado.gov/colorado-talent-pipeline-report)
* [CO Demography Office](https://demography.dola.colorado.gov/)
* [Bureau of Labor Statistics](https://www.bls.gov/lau/#cntyaa)
* [Improving Adult Literacy Instruction E-Book](https://nap.nationalacademies.org/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)

**Note:** Responses 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 five for educators.

**Section A: Executive Summary**

1. Provide a brief summary of the following:
   1. Describe how the applicant will be responsive to individuals in the community who are identified in the local workforce development 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.
   2. The applicant’s proposed service(s) in each local workforce development area in which they are applying for funding with an explanation of how those services will help to meet the regional needs as identified in the local workforce development area plan.

**Section B: Demonstrated Effectiveness**

Applicants must describe their ability to 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. Responses should address the timeframe outlined in the demonstrated effectiveness portion of the application. Responses may address services provided outside of this timeframe if relevant.

Note: Applicants will address demonstrated effectiveness for Family Literacy, Correctional Education, Integrated Education and Training, and Integrated English Literacy and Civics Education programming in later sections of the application if applying for those services.

1. If applying to provide Adult Basic Education services in any LWDA, describe your program’s ability over the past three years to support learners receiving this level of instruction to achieve Measurable Skill Gains (MSG) targets described in the demonstrated effectiveness portion of the application. Explicitly address the data submitted in the demonstrated effectiveness portion of the application, including any targets not regularly met and plans for improving in those areas. If not applying to offer Adult Basic Education services, state that and provide a narrative justification for why your program is not offering this service. Justifications may include any of the following:
   1. A description of why the service is not needed in the local area, or areas, in which you are applying for funds utilizing educational demographic data.
   2. A description of how these services are already being provided in the local area, or areas, in which you are applying for funds including referral process in place to support learners in accessing those services.
   3. A description of how your program does not yet have the capacity to deliver these services or demonstrate effectiveness in supporting learners in this programming to achieve MSGs and how your program will approach building capacity in this program over the four-year grant cycle.
2. If applying to provide Adult Secondary Education services in any LWDA, describe your program’s ability over the past three years to support learners receiving this level of instruction to achieve Measurable Skill Gains (MSG) targets described in the demonstrated effectiveness portion of the application. Explicitly address the data submitted in the demonstrated effectiveness portion of the application, including any targets not regularly met and plans for improving in those areas. If not applying to offer Adult Secondary Education services, state that and provide a narrative justification for why your program is not offering this service. Justifications may include any of the following:
   1. A description of why the service is not needed in the local area, or areas, in which you are applying for funds utilizing educational demographic data.
   2. A description of how these services are already being provided in the local area, or areas, in which you are applying for funds including referral process in place to support learners in accessing those services.
   3. A description of how your program does not yet have the capacity to deliver these services or demonstrate effectiveness in supporting learners in this programming to achieve MSGs and how your program will approach building capacity in this program over the four-year grant cycle.
3. If applying to provide English Language Acquisition Services in any LWDA, describe your program’s ability over the past three years to support learners receiving this level of instruction to achieve Measurable Skill Gains (MSG) targets described in the demonstrated effectiveness portion of the application. Explicitly address the data submitted in the demonstrated effectiveness portion of the application, including any targets not regularly met and plans for improving in those areas. If not applying to offer English Language Acquisition services, state that and provide a narrative justification for why your program is not offering this service. Justifications may include any of the following:
   1. A description of why the service is not needed in the local area, or areas in which you are applying for funds utilizing educational demographic data.
   2. A description of how these services are already being provided in the local area, or areas, in which you are applying for funds including referral process in place to support learners in accessing those services.
   3. A description of how your program does not yet have the capacity to deliver these services or demonstrate effectiveness in supporting learners in this programming to achieve MSGs and how your program will approach building capacity in this program over the four-year grant cycle.
4. Describe your program’s ability over the past three years to support learners in obtaining or maintaining employment six months (the second quarter) after exiting your adult education program. Explicitly address the data submitted in the demonstrated effectiveness portion of the application, including any targets not regularly met and what your program plans to do to increase rates of employment after exit.
5. Describe your program’s ability over the past three years to support learners in obtaining or maintaining a livable wages six months (the second quarter) after exiting your adult education program. Explicitly address the data submitted in the demonstrated effectiveness portion of the application, including any targets not regularly met and what your program plans to do to increase learners employed at livable wages after exit.
6. Describe your program’s ability over the past three years to support learners in obtaining or maintaining employment twelve months (the fourth quarter) after exiting your adult education program. Explicitly address the data submitted in the demonstrated effectiveness portion of the application, including any targets not regularly met and what your program plans to do to increase rates of employment after exit.
7. Describe your program’s ability over the past three years to support learners in obtaining secondary and post-secondary credentials within a year after exiting your adult education program. Explicitly address the data submitted in the demonstrated effectiveness portion of the application, including any targets not regularly met and what your program plans to do to increase rates of credential attainment during enrollment and after exit.
8. Provide evidence of your program’s ability to serve eligible learners with disabilities, including learning disabilities. Responses must include internal program data, both qualitative and quantitative and should give specific examples of processes, tools, and other resources provided to support learners with disabilities (e.g., assistive technology, following test publisher requirements around accommodations, how lesson plans or curriculum accommodate learners with a learning disability, how instructors are trained to work with learners with disabilities, etc.).

Bonus points will be awarded for demonstrated effectiveness data as follows (for a potential seven additional points):

* If applying for ABE and demonstrated effectiveness indicated an MSG 3-year average above 49.09%, 1 point will be awarded.
* If applying for ASE and demonstrated effectiveness indicated an MSG 3-year average above 50.49%, 1 point will be awarded.
* If applying for ELA and demonstrated effectiveness indicated an MSG 3-year average above 55.25%, 1 point will be awarded.
* If demonstrated effectiveness indicated an employment rate during the second quarter after exit 3-year average above 30.55%, 1 point will be awarded.
* If demonstrated effectiveness indicated a median earnings value during the second quarter after exit 3-year average above $7,039.38, 1 point will be awarded.
* If demonstrated effectiveness indicated an employment rate during the fourth quarter after exit 3-year average above 21.00%, 1 point will be awarded.
* If demonstrated effectiveness indicated a credential attainment while enrolled or within a year of exit 3-year average above 32.84%, 1 point will be awarded.

**Section C: Quality of Services**

Applicants must clearly indicate how each activity and service provides sufficient intensity and quality to allow students to make substantial learning gains. Applicant must also 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. Additionally, 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.

1. Provide a summary of the applicant’s class schedule, including projected orientation, assessment, and enrollment periods (covering the time frame from July 1, 2024, through June 30, 2025). The schedule should demonstrate sufficient intensity, providing a minimum of eight hours per week for instruction per class, to adequately support students in making substantial learning gains each term and should not include breaks in programming greater than four consecutive weeks.
2. Referencing the schedule described above, describe how the program offers flexible scheduling and provides supports for adults to engage in instruction (such as childcare, food and housing assistance, mental health services, etc.) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.\*
3. Describe the internal processes followed and data used to design the proposed scheduled of classes and services. Responses should address term lengths and instructional hours available to learners by term, class subjects as related to demonstrating learning gains, and research based instructional practices. \*
4. Describe how the applicant will recruit learners to enroll in the program (e.g., marketing, community outreach). Explain how that plan addresses learners with multiple barriers, learners with disabilities, and learners with low levels of literacy, and the evidence, or research, basis for that recruitment plan. \*
5. Describe the learner retention strategies you will use to keep learners engaged in programming through completion and the evidence, or research, basis for those strategies.\*
6. Describe the intake and orientation processes at your program including:
   1. timeframe for orientation completion;
   2. communications with learners in their native language as available and applicable;
   3. detailed explanations to participants on the 13 federally reported barriers to employment for voluntary disclosure;
   4. goal setting; and
   5. assessment procedures informing class placement determinations.\*
7. Describe the applicant’s instructional and administrative staff positions (both paid and unpaid) including:
8. amount of part- and full-time instructional staff, instructional support staff, and counseling or coaching staff and an evidence-based justification for how staffing will adequately support proposed activities and total enrollments;
9. the amount of planning, or preparation time instructional staff will be provided and an evidence-based justification for that amount;
10. amount of part- and full-time administrative (non-instructional) staff and an evidence-based justification for how staffing will adequately support proposed activities and total enrollments; and
11. the amount of professional development or learning time all staff will be provided and an evidence-based justification for that amount.
12. Describe how volunteers will be used to staff the program and what training they will be provided.
13. Describe how the applicant will ensure that all instructors will obtain the Adult Basic Education Authorization (ABEA) through coursework and/or the portfolio process within three (3) years of the start of the grant cycle or their higher date (whichever occurs later). Include detail on the number of currently certified instructors, the number of instructors which will need to be certified and the primary methods through which they will seek certification (online courses, portfolio – prior learning, portfolio – observation, college courses), and the number of staff who will need to complete renewal applications during the four-year grant cycle.\*
14. Describe how the applicant uses the College and Career Readiness Standards (CCRS) and the English Language Proficiency Standards (ELP) (e.g., how standards are used in unit and lesson planning, how learners will be made aware of the standards used during instruction and the training staff will receive in order to understand the relevant content standards). \*
15. Clearly indicate how the applicant ensures equitable access and participation for students, teachers, and other program beneficiaries with special need, and address how the applicant helps learners to overcome barriers related to gender, race, national origin, color, disability, and/or age. **Note:** This information is required by General Education Provisions Act (GEPA) Section 427. (Refer to Appendix G for guidance).

**Section D: Leveraging Data**

Applicants 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.

1. Review the [Local Data Assurances](https://www.cde.state.co.us/sites/default/files/docs/cdeadult/2024-25%20Data%20Assurances.docx) document. Describe how the applicant will ensure timely and accurate collection, management, and reporting of program data to LACES. (e.g., describe how your program will record student attendance daily to input data into LACES by the end of every week). Explicitly state who will be responsible for ensuring accurate data collection and data entry. Include a brief description of the amount of time data staff will allot on a weekly basis toward accurate data collection and data entry justifying the time allotted in reference to projected enrollment.
2. Provide your program’s adult education enrollment, exit rate, and retention rate over the past three years. (You may include the current 2023-2024 program year if relevant).
   1. Describe any trends (increases or decreases) in enrollment, the percentage of learners exiting the program without completing (e.g., not making a measurable skill gain), and the percentage of learners continuing from one year to the next.
   2. Using the information above, provide estimated projections for the number of learners that will enroll in the adult education program across each of the four years of the grant cycle (2024-2025, 2025-2026, 2026-2027, 2027-2028) and describe the rationale for the projected enrollment.
   3. Using the information above, provide estimated projections for the rate of learners who will exit without completing and the rate of learners who will continue from one year to the next across each of the four years of the grant cycle. Describe the rationale for these projected rates.\*
3. Using data, demonstrate that your program provides sufficient intensity and duration to support learners achieving program goals over the past three years. (You may include the current 2023-2024 program year if relevant).
   1. Describe the average annual instructional hours per learner in your adult education over each of the past three years.
   2. Describe the average number of days attended per learner in your adult education program over each of the past three years.
   3. Describe the average length of time learners spent in your adult education program (e.g., days between start and completion or exit) over each of the past three years.
   4. Describe any trends (increases or decreases) in the average instructional hours, days attended, and length of time attended.
   5. Provide estimated projections for the average instructional hours, days attended, and length of time attended across each of the four years of the grant cycle (2024-2025, 2025-2026, 2026-2027, 2027-2028) and describe the rationale for those projections.\*
4. Provide the anticipated rates, or values, for each of the five performance accountability targets of the grant program (Employment Second Quarter after Exit, Employment Fourth Quarter after Exit, Median Earnings, Second Quarter after Exit, Credential Attainment Rate, MSG), across each of the four years of the grant cycle (2024-2025, 2025-2026, 2026-2027, 2027-2028).
   1. Anticipated MSG rate 2024-2025:
   2. Anticipated MSG rate 2025-2026:
   3. Anticipated MSG rate 2026-2027:
   4. Anticipated MSG rate 2027-2028:
   5. Anticipated Employment Second Quarter after Exit 2024-2025:
   6. Anticipated Employment Second Quarter after Exit 2025-2026:
   7. Anticipated Employment Second Quarter after Exit 2026-2027:
   8. Anticipated Employment Second Quarter after Exit 2027-2028:
   9. Anticipated Median Earnings Second Quarter after Exit 2024-2025:
   10. Anticipated Median Earnings Second Quarter after Exit 2025-2026:
   11. Anticipated Median Earnings Second Quarter after Exit 2026-2027:
   12. Anticipated Median Earnings Second Quarter after Exit 2027-2028:
   13. Anticipated Employment Fourth Quarter after Exit 2024-2025:
   14. Anticipated Employment Fourth Quarter after Exit 2025-2026:
   15. Anticipated Employment Fourth Quarter after Exit 2026-2027:
   16. Anticipated Employment Fourth Quarter after Exit 2027-2028:
   17. Anticipated Credential Attainment rate 2024-2025:
   18. Anticipated Credential Attainment rate 2025-2026:
   19. Anticipated Credential Attainment rate 2026-2027:
   20. Anticipated Credential Attainment rate 2027-2028:
   21. Describe the rationale for these estimated rates for the five performance accountability targets.\*
5. For MSG, describe the percentage of gains anticipated in each MSG type (post-test EFL gain, high school diploma or equivalent, exit with post-secondary entrance, technical or occupational skills exam (IET only), progress toward milestones (Workplace Literacy only)) for the first 2024-2025 year of the grant program.\*
6. Describe how program data will be analyzed and used to make program improvements.

**Section E: Leveraging Technology**

1. Demonstrate that proposed activities effectively use technology, services, and delivery systems in a manner sufficient to increase the amount and quality of learning.
   1. Describe how students use technology including examples of how learning takes place, the devices used, and the frequency with which technology is incorporated in learning. \*
   2. Describe the technology that will be utilized by instructional staff in the classroom. \*
   3. Describe how technology, services, and systems are integrated into instruction and improve the quality and delivery of services.
   4. Describe how the technology, services, and systems used lead to improved performance.
2. Describe how technology is integrated in assessment practices, including the use of remote assessments.
3. Will the applicant provide synchronous remote instruction via an online video platform? Yes/No If yes, demonstrate the effectiveness of instruction provided. \*
4. Describe how you plan to orient learners to the online learning environment. \*
5. Describe how you will ensure distance instruction meets the same rigor, intensity, and standards alignment of an in-person class. \*
6. Describe how you will build community, support learner engagement, and provide timely assistance and remediation to learners. \*
7. Describe how you assess and evaluate distance education instruction, including the use of data and learner feedback.
8. Will the applicant provide asynchronous distance education via an approved AEI digital platform (See the [Distance Education Assurance](https://www.cde.state.co.us/sites/default/files/docs/cdeadult/2024-25%20Distance%20Education%20Assurances_1.docx) for a full list)? Yes/No. \*If yes, select the platforms you anticipate using and demonstrate the effectiveness of asynchronous distance education instruction provided.
   1. Select the AEI approved platform(s) you intend to use in year one of the grant.
   2. Describe how you will orient learners to platforms, monitor learner progress, support learner engagement, and meet with learners to provide timely assistance and remediation. \*
   3. Describe how you will assess and evaluate distance education platforms, their alignment to local curriculum and practice, and how you will incorporate data and learner feedback in decisions around continued usage. \*

**Section F: Workforce Development and Partnerships**

A one-stop delivery system brings together workforce development, education, and other human resources services for seamless service delivery from required one-stop partners listed in 34 CRF § 463.400. The one-stop delivery system includes at least one comprehensive physical center where all one-stop partners’ programming, services and activities are accessible.

1. Select the type(s) of access that will be provided:
   1. having Adult Education and Literacy staff member physically present at the one-stop center
   2. having staff from the one-stop center appropriately trained to provide information about Adult Education and Literacy programs, services, and activities
   3. having direct linkage through technology for meaningful information sharing between the one-stop center and Adult Education and Literacy program (which cannot be by only providing a phone number, access to a computer or website, or providing pamphlets).
2. Describe the anticipated days and times in which your program plans to offer access to Adult Education and Literacy services within the comprehensive one-stop center.
3. Based on the plans for Adult Education and Literacy services within the one-stop delivery system, including access at the comprehensive one-stop center, identify the anticipated number of participants co-enrolled in any of the one-stop's WIOA Core programs in the first year 2024-2025 of the grant cycle. Select all programs and partnerships that apply:
4. Title III Wagner-Peyser
5. Title I Adult
6. Title I Dislocated Worker
7. Title I Youth
8. Title IV Vocational Rehabilitation
9. Other WIOA partnerships (such as Career and technical education programs, jobs for veterans, Department of Housing and Urban Development, Temporary Assistance for Needy Families, etc.)
10. List your primary partners in each of the categories below (pursuant to 34 CFR § 463.20) and describe the activities within each partnership that support the Adult Education and Literacy services (e.g., childcare services, in-kind space, etc.). If the applicant does not have partnerships established with an organization(s) that falls into one or more of the categories below, please place N/A:
11. Elementary and secondary schools,
12. Postsecondary educational institutions and institutions of higher education,
13. Local workforce investment boards, one-stop centers, job training programs, and social service agencies,
14. Business, industry, or labor organizations; or
15. Community-based organizations, nonprofit organizations, and intermediaries.
16. Pursuant to 34 CFR § 463.500 if approved for grant funding a Memorandum of Understanding must be established between the applicant and the Local Workforce Development Board.
17. Describe the processes you will use to collaborate with appropriate LWDB staff to reach agreements on infrastructure funding, participant referrals, MOU duration, and other details of the MOU.\*

**Section G: Budget Narrative and Financials**

Applicants should review the detailed instructions and definitions in the budget portion (Parts C and D) of the application for requirements when completing the budget. Applicants will provide a budget for the first year (2024-2025) of the grant cycle as instructed in GAINS. (Applicants should review the [AEFLA budget template](https://www.cde.state.co.us/sites/default/files/docs/cdeadult/AEFLA%2024-25%20Budget%20Template.xlsx) and [IELCE budget template](https://www.cde.state.co.us/sites/default/files/docs/cdeadult/IELCE%2024-25%20Budget%20Template.xlsx) in to prepare the budget before submitting it in GAINS. The applicant’s budget must demonstrate the program’s ability to provide the required percentage of matching funds, and demonstrate those funds match funds (per 2 CFR § 200.306(b)):

1. 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),
2. Are necessary and reasonable, allocable, and allowable (as determined based on the information included in the attached budget), and
3. When in-kind, the cost valuation description in the match budget line item is reasonable.

## Reviewers will score the applicant’s budget on the criteria listed above.

1. If the applicant is a public or private non-profit agency, submit proof of non-profit status (from the Internal Revenue Service). \*
2. If the applicant is a public or private non-profit agency, submit evidence of financial stability (most recent two years’ annual reports and audits). \*
3. Provide a budget narrative that explains the costs of the program’s proposed services and activities as presented in the budget, or budgets, submitted including:
   1. A description of the applicant’s ability to financially sustain both the administrative and instructional responsibilities required for the grant.\*
   2. An explanation of how the budget is sufficient for implementing the proposed activities in the first year of the grant.
   3. If any single staff person fills more than one of the required grantee contacts (see Appendix D), describe how those staff will be provided resources proportional to the number of roles they will fill. \*
   4. 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)).
   5. A description of the accounting system that the applicant will utilize to report and track finances. \*
4. If the percentage of administration costs budgeted for year one exceeds 10.0%, provide a written description justifying the additional administrative costs (if the budgeted administration percentage is at 10.0% or lower, reviewers will score this rubric item with the full 6 points). \*
5. All applicants must fill out the followingFinancial Management Risk Assessment.These questions are intended to collect information about the capacity and ability of the applicant to manage federal grant funds. Applicants are advised to make sure that the person(s) completing these questions are those responsible for and knowledgeable about the Fiscal Agent’s financial management functions. Scores from this section will determine if the organization’s level of risk to manage federal grant funds is high (20+ points), medium (8-20 points), or low (below 8 points), and these scores will be utilized in determining potential grant awards.
   1. Is the applicant on the Federal or State Debarment List? (If yes, no need to complete the rest of this form.) Yes/No
   2. Is the applicant in good standing on the Secretary of State registration? Yes (or N/A)/No
   3. Does the applicant have an active, no exclusion UEI Number? Yes/No
   4. Has the applicant ever had a government contract, project, or agreement terminated? Yes/No
   5. Has there been changes in the applicant’s fiscal and/or program personnel in the previous year? Yes/No
   6. Does the applicant use a commercial/licensed financial software system? Yes/No
      1. If yes, what system?
   7. Does the applicant’s financial software system ensure that grant funds are not comingled with general operating funds? Yes/No
   8. Has the applicant received federal or state awards from the Colorado Department of Education in the past four years (since FY18-19)? If yes, which program and year? Yes/No
   9. Does the applicant have written procedures for procurement, time, and effort (federal), and fiscal management (to include internal control procedures) of Federal or State grant funding that specifically comply with the Uniform Grants Guidance? Yes/No
   10. How many years has the applicant been in existence?
       1. <2 years
       2. 2-5 years
       3. 6-10 years
       4. 11-14 years
       5. 15 years or more
   11. How many years of experience does the applicant have managing other federal, state, local, and/or private funds?
       1. <1 year
       2. 2-4 years
       3. 5-7 years
       4. 8-10 years
       5. More than 10 years
   12. How many years of experience does the applicant have administering federal funds or other grants that provide funds for services to a comparable target population?
       1. <1 year
       2. 2-4 years
       3. 5-7 years
       4. 8-10 years
       5. More than 10 years
   13. Select the number of years that the applicant’s primary fiscal contact has been in the position (or a similar position) as of the application date.
       1. <1 year
       2. 1-2 years
       3. 3-5 years
       4. 6-9 years
       5. More than 10 years
   14. Enter the amount of grant award requested for this project: $
       1. More than $300,000
   15. Select your Single Audit Status (answer only if applicant receives *more than* $750,000 in federal funding from other resources). Finding refers to a material weakness, significant deficiency, or questioned costs.
       1. No single audit performed
       2. Received a program and fiscal audit finding
       3. Received a fiscal or program audit finding
       4. No findings were received or N/A
   16. Financial Audit Status (answer NOT required to have a Single Audit, but instead a standard financial audit).
       1. No audit performed for prior year
       2. Financial audit completed for prior year
       3. IRS 990 Form
   17. Submit a copy of most recent financials. Based on this submission, indicate the percentage of the proposed grant budget being applied for as compared to total operating budget (i.e., grant budget divided by total operating budget).
       1. 40% or greater
       2. 31%-39%
       3. 20%-30%
       4. 6%-19%
       5. <5%

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

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

Applicants are only eligible to apply for this service if their three-year MSG rate average for IELCE IET programming in the demonstrated effectiveness portion of this application was at least 50%. Check this box if you met the 50% demonstrated effectiveness threshold or higher required to apply for this service. Leave the box unchecked if not applying for IELCE IET.

IELCE services should address rights and responsibilities of citizenship and civic participation, may include workforce training, and must be delivered in combination with Integrated Education and Training (34 CRF § 463.70). Per 34 CFR § 463.73 IELCE is designed to prepare eligible adults for and place them in unsubsidized employment in in-demand industries that lead to economic self-sufficiency. If applying for IELCE, questions from Section I. Integrated Education and Training must be answered as well. Grantees funded to offer IELCE programming through this grant application will be required to complete the [IELCE Assurances](https://www.cde.state.co.us/sites/default/files/docs/cdeadult/2024-25%20IELCE%20Assurances.docx), [IET Assurances](https://www.cde.state.co.us/cdeadult/24-25_iet), and IET Proposal.

1. Describe the need in your local area for English literacy and civics education programs for English language learners. Include data such as the current number of English language learners with degrees from other countries, local population percentage that are English language learners, etc. \*
2. How will the applicant’s IELCE services prepare adult English language learners, including those with professional degrees from other countries, with skills to function effectively as parents, workers, and citizens in the United States? Responses should address the specific advanced English literacy skills that will prepare learners for successful civic and workforce participation (Applicants are encouraged to reference reliable resources such as the [National Employability Skills Framework](https://cte.ed.gov/initiatives/employability-skills-framework), [EARN’s Civics Spotlight](https://lincs.ed.gov/sites/default/files/EARNCivicsSpotlight.pdf), etc.).
3. How will the applicant identify regional in-demand industries and occupations to build IET programming around them? Responses should reference reliable data sources such as local workforce development area plans, the Colorado Talent Pipeline Report, Colorado Labor Market Information Gateway, etc.
4. Describe your program’s plan for enrollment in IELCE?
   1. What is the applicant’s projected enrollment for IELCE services in the first year of the grant?
   2. What percent of those do you anticipate will participate in an IET in the first year of the grant?
   3. What percent of IET participants do you anticipate will complete an IET in the first year of the grant?
5. Based on the regional industry needs and enrollment plan identified in questions 3 and 4:
   1. How will learners’ interests, skills and background be matched with IET programming; how will IELCE learners be prepared to enter and advance along in-demand career pathways through IET?
   2. What workforce training programming will the applicant offer as part of each IET supporting a career pathway? Which industry recognized credentials will be awarded to participants upon completion of each IET program?
   3. Who will provide the workforce training for each IET? If a training partner has not been identified, how will you select and verify prior training success in that selection process? If you are providing workforce training internally, what are the barriers that prevent you from partnering with a local training provider to provide workforce training? How will you ensure adult education staff are properly trained and have capacity to provide training in the identified in-demand industry?
   4. What type of Adult Education and Literacy (AEL) instructional activities will be offered to support workforce training? How will they be contextualized for the specific industry of each planned IET and be offered concurrently with the workforce training?
   5. How will workforce preparation activities apply to the workforce training and AEL instruction for each IET?
6. How will the value of such IELCE services, including IET, be marketed towards English language learners, including those with degrees from other countries? \*

**Section I: AEFLA Integrated Education and Training Program (if applicable)**

Applicants are only eligible to apply for this service if their three-year MSG rate average for AEFLA IET programming in the demonstrated effectiveness portion of this application was at least 50%. Check this box if you met the 50% demonstrated effectiveness threshold or higher required to apply for this service. Leave the box unchecked if not applying for AEFLA IET.

As outlined in 34 CFR § 463.36, IET activities offered by providers must include three components: adult education and literacy activities (34 CFR § 463.30), workforce preparation activities (34 CFR § 463.34), and workforce training (WIOA Sec. 134(c)(3)(D). Components must be offered concurrently and contextually to support employment in an in-demand industry. Responses in this section should describe how the applicant proposes to satisfy IET requirements. Applicants should only complete this section if offering IET for non-IELCE funded participants. Grantees funded to offer Integrated Education and Training programming through this grant application will be required to complete the IET Proposal and [Assurances](https://www.cde.state.co.us/cdeadult/24-25_iet).

1. Select the target audience for Integrated Education and Training services:
   1. ABE (EFL 1-4)
   2. ASE (EFL 5-6)
   3. ESL (1-6)
2. Based on the target audience:
   1. What workforce training programs will the applicant offer as part of each IET supporting a career pathway? Which industry recognized credentials will be awarded to participants upon completion of each IET program
   2. Who will provide the workforce training of each IET? If a training partner has not been identified, how will you select and verify prior training success in that selection process? If you are providing workforce training internally, what are the barriers that prevent you from partnering with a local training provider to provide workforce training? How will you ensure adult education staff are properly trained and have capacity to provide training in the identified in-demand industry?
   3. What type of Adult Education and Literacy (AEL) instructional activities will be offered to support workforce training? How will they be contextualized for the specific industry of each IET and be offered concurrently with the workforce training?
   4. How will workforce preparation activities apply to the workforce training and AEL instruction for each IET?
3. Describe how your proposed IET(s) meets state and regional industry needs as part of a career pathway within an in-demand industry. Responses should reference reliable data sources such as local workforce development area plans, the Colorado Talent Pipeline Report, Colorado Labor Market Information Gateway, etc.
4. Describe your program’s plan for enrollment in AEFLA IET including:
   1. How many learners do you anticipate will participate in each IET program in the first year of the grant?
   2. What percent of IET participants do you anticipate will complete an IET in the first year of the grant?

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

Applicants are only eligible to apply for this service if their three-year MSG rate average for Corrections programming in the demonstrated effectiveness portion of this application was at least 35%. Check this box if you met the 35% demonstrated effectiveness threshold or higher required to apply for this service. Leave the box unchecked if not applying for Corrections Education.

Authorized under WIOA section 225, programs for corrections education and the education of other institutionalized individuals require each eligible agency to carry out corrections education and education for other institutionalized individuals using funds provided under section 222 of the Act (34 CFR 463.60). As outlined in 34 CFR § 463.62, funds used 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. As outlined in 34 CFR § 463.63, funds may be used to support educational programs for transition to re-entry initiatives and other post-release services with the goal of reducing recidivism.

1. Select the activities you will provide:
   1. adult education and literacy activities;
   2. special education, as determined by the eligible agency;
   3. secondary school credit;
   4. integrated education and training;
   5. career pathways;
   6. concurrent enrollment;
   7. peer tutoring; and
   8. transition to re-entry initiatives and other post-release services with the goal of reducing recidivism.
2. Describe how the activities selected are appropriate for the population you will serve. How will you ensure they are delivered by highly qualified staff?
3. Describe how the applicant proposes to ensure priority delivery to individuals who are likely to leave the correctional institution within five years of participation in the program.
4. Describe how the proposed services will use AEFLA funds to include educational counseling or case work to support incarcerated individuals' transition to re-entry and other post-release services.
5. How will you ensure that AEFLA funds and match funds are not used for costs of post-release programs or services?

**Section K: Family Literacy Program (if applicable)**

Applicants are only eligible to apply for this service if their three-year MSG rate average for Family Literacy programming in the demonstrated effectiveness portion of this application was at least 40%. Check this box if you met the 40% demonstrated effectiveness threshold or higher required to apply for this service. Leave the box unchecked if not applying for Family Literacy.

WIOA Sec. 203(9) defines family literacy activities as 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 the following activities:

* Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency.
* Interactive literacy activities between parents or family members and their children, also referred to as Parent and Child Together (PACT).

1. PACT time must consist of at least two hours per week and must be recorded in LACES. \*

* 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.
* An age-appropriate education to prepare children for success in school and life experiences.

Grantees funded to offer Family Literacy programming through this grant application will be required to complete the [Family Literacy Assurances](https://www.cde.state.co.us/sites/default/files/docs/cdeadult/2024-25%20Family%20Literacy%20Assurances.docx).

1. Describe how the applicant’s Family Literacy activities are of sufficient intensity and quality to make sustainable improvements in a family’s economic prospects and better enable parents or family members to support a child’s learning needs. \*
   1. Describe the planned schedule for the Family Literacy program and the anticipated number of adults and children to be enrolled in the program in the first year of the grant.
   2. What parent education activities will be provided to participants? Will they be provided in conjunction with adult education activities or as a separate component? If a separate component, how much time will be required?
   3. How do parent education activities support parents or family members to become the child’s primary teacher and a full partner in their child’s education? \*
   4. How will you ensure staff are appropriately trained in parent education activities?
2. Describe the strategies you will use to implement Parent and Child Together (PACT) time, including:\*
   1. The PACT time schedule you will implement (at least 2 hours per week) in the first year of the grant cycle\*
   2. How PACT time will be facilitated (e.g., in-person, virtual, hybrid, etc.) and how you will ensure staff are provided adequate time to facilitate PACT time and enter attendance in LACES.
   3. How PACT strategies are age appropriate and contextualized to develop language and literacy skills.
   4. How PACT activities are interactive in nature. Provide examples that demonstrate intergenerational learning and involvement of parents or family members and children. \*

**Section L: Workplace Literacy Program (if applicable)**

Workplace Literacy as defined in [29 U.S.C. 3272(6)](https://www.govinfo.gov/content/pkg/USCODE-2022-title29/pdf/USCODE-2022-title29-chap32-subchapII-sec3272.pdf) are activities offered 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. As such, the AEFLA approved outcomes for Workplace Literacy programming are distinct from the outcomes of Adult Basic and Secondary Education and English Language Acquisition programming and must demonstrate that Adult Education and Literacy services provided improved productivity for the employer/employee organization partner.

Grantees funded to offer Workplace Literacy programming through this grant application will be required to complete the [Workplace Literacy Assurances](https://www.cde.state.co.us/cdeadult/24-25_aefla-wla) to document program design created in collaboration with the employer partner or partners.

1. Are you applying to offer Workplace Literacy programming? If yes, complete questions 2-3. If no, skip the remaining questions in this section.
2. Describe your program’s plan for enrollment in Workplace Literacy including:
   1. How many learners do you anticipate will participate in each Workplace Literacy program in the first year of the grant?
   2. What percent of participants do you anticipate will complete the Workplace Literacy program in the first year of the grant?
3. If available, list each employer partner for the Workplace Literacy program. For each employer, identify the Standard Occupational Classification (SOC) codes for the industries in which the applicant provides or plans to provide Workplace Literacy services. Please refer to the [Bureau of Labor Statistics](https://www.bls.gov/oes/current/oes_stru.htm#00-0000) or [ONet Online’s](https://www.onetonline.org/) list of federally published SOC Codes. \*
   1. If the applicant has not identified an employer partner, how will the applicant identify and collaborate with employers, unions, professional associations, or local industry sector partnerships from in demand industries in the region? If the previous question (question 3) was answered, please indicate “N/A.”\*
   2. Identify the staff role(s) at the applicant’s program that will lead Workplace Literacy efforts and describe their responsibilities. \*

**Section M: Local Assurances Acknowledgment (Unscored)**

Applicants are expected to read each Local Assurance before applying for funding. Those who are awarded funding will be required to complete and sign all relevant assurances. Assurances are required unless otherwise noted.

[Accessible Design Assurances](https://www.cde.state.co.us/sites/default/files/docs/cdeadult/2024-25%20Accessible%20Design%20Assurances.docx)

1. I have read and understand this assurance. I understand I will be required to complete and sign this assurance if funded.

[Assessment Assurances](https://www.cde.state.co.us/sites/default/files/docs/cdeadult/2024-25%20Assessment%20Assurances.docx)

1. I have read and understand this assurance. I understand I will be required to complete and sign this assurance if funded.

[Fiscal Assurances](https://www.cde.state.co.us/sites/default/files/docs/cdeadult/2024-25%20Fiscal%20Assurances.docx)

1. I have read and understand this assurance. I understand I will be required to complete and sign this assurance if funded.

[Attendance Assurances](https://www.cde.state.co.us/sites/default/files/docs/cdeadult/2024-25%20Attendance%20Assurances_1.docx)

1. I have read and understand this assurance. I understand I will be required to complete and sign this assurance if funded.

[Conflict of Interest Assurances](https://www.cde.state.co.us/sites/default/files/docs/cdeadult/2024-25%20Conflict%20of%20Interest%20Assurances.docx)

1. I have read and understand this assurance. I understand I will be required to complete and sign this assurance if funded.

[Data Assurances](https://www.cde.state.co.us/sites/default/files/docs/cdeadult/2024-25%20Data%20Assurances.docx)

1. I have read and understand this assurance. I understand I will be required to complete and sign this assurance if funded.

[Distance Education Assurances (if applicable)](https://www.cde.state.co.us/sites/default/files/docs/cdeadult/2024-25%20Distance%20Education%20Assurances_1.docx)

1. I have read and understand this assurance. I understand I will be required to complete and sign this assurance if funded.

[Family Literacy Assurances (if applicable)](https://www.cde.state.co.us/sites/default/files/docs/cdeadult/2024-25%20Family%20Literacy%20Assurances.docx)

1. I have read and understand this assurance. I understand I will be required to complete and sign this assurance if funded.

[General Assurances](https://www.cde.state.co.us/sites/default/files/docs/cdeadult/2024-25%20General%20Assurances.docx)

1. I have read and understand this assurance. I understand I will be required to complete and sign this assurance if funded.

[IELCE Assurances (if applicable)](https://www.cde.state.co.us/sites/default/files/docs/cdeadult/2024-25%20IELCE%20Assurances.docx)

1. I have read and understand this assurance. I understand I will be required to complete and sign this assurance if funded.

[IET Assurances (if applicable)](https://www.cde.state.co.us/sites/default/files/docs/cdeadult/2024-25%20IET%20Assurances_1.docx)

1. I have read and understand this assurance. I understand I will be required to complete and sign this assurance if funded.

[Professional Learning Assurances](https://www.cde.state.co.us/cdeadult/24-25_aefla-pla)

1. I have read and understand this assurance. I understand I will be required to complete and sign this assurance if funded.

[Transition Planning Assurances](https://www.cde.state.co.us/sites/default/files/docs/cdeadult/2024-25%20Transition%20Planning%20Assurances.docx)

1. I have read and understand this assurance. I understand I will be required to complete and sign this assurance if funded.

[Workplace Literacy Assurances (if applicable)](https://www.cde.state.co.us/cdeadult/24-25_aefla-wla)

1. I have read and understand this assurance. I understand I will be required to complete and sign this assurance if funded.

**Section N: Local Workforce Development Board Review and Recommendations**

See Appendix A for Section N: Local Workforce Development Board Review and Recommendations.

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

**Due by: Wednesday, May 1, 2024, by 11:59 pm MT**

# Application Scoring Cover Sheet

CDE Use Only

|  |  |  |  |
| --- | --- | --- | --- |
| **Part A:** | **Cover Page (Required)** | | No Points |
| **Part B:** | **Narrative (Required)** | | |
|  | Section A: | Executive Summary | /6 |
|  | Section B: | Demonstrated Effectiveness | /55 |
|  | Section C: | Quality of Services | /63 |
|  | Section D: | Leveraging Data | /45 |
|  | Section E: | Leveraging Technology | /45 |
|  | Section F: | Workforce Development and Partnerships | /33 |
|  | Section G: | Budget Narrative and Financials | /48 |
|  | Section H: | Integrated English Literacy and Civics Education Program (*if applicable)* | /62 |
|  | Section I: | AEFLA Integrated Education and Training Program (*if applicable*) | /31 |
|  | Section J: | Corrections Education and Education of Other Institutionalized Individuals Program (*if applicable*) | /40 |
|  | Section K: | Family Literacy Program (*if applicable*) | /32 |
|  | Section L: | Workplace Literacy Program (*if applicable*) | /25 |
|  | Section M: | Local Assurances Acknowledgement | No Points |
|  | Section N: | Local Workforce Development Board Review and Recommendations | No Points |
| **Part C** | **Budget (Required)** | | No Points |
| **Part D** | **IELCE Budget (Required if applying for section H funds)** | | No Points |
|  |  | **Total:** | **/485** |

**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 |

# Narrative Application Evaluation Rubric

## 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. The narrative response provides a brief description of:    1. 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. High quality responses will describe the area’s population in need of the proposed services to be offered (e.g., numbers needing high school equivalency, adult basic education, English language acquisition, Family Literacy, Workplace Literacy, Integrated Education and Training, etc.).    2. The applicant’s proposed service(s) in each local workforce development area in which they are applying for funding with an explanation of those services will help to meet the regional needs as identified in the local workforce development area plan. High quality responses will use data, describe the areas in-demand industries, describe the demographics of the region, and briefly address plans across the four-year grant cycle. | 0 | 2 | 4 | 6 |  |
| **Reviewer Comments:** | | | | | |
| **Total Out of 6 Points** | | | | |  |

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| --- | --- | --- | --- | --- | --- |
| **Section B: Demonstrated Effectiveness** | **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 narrative response describes the applicant’s ability over the past three years to support learners receiving Adult Basic Education instruction to achieve Measurable Skill Gains (MSG) targets (20-21- 37% MSG, 21-22 – 38% MSG; 22-23 – 40% MSG). The response addresses any targets not met and plans for improving in areas where targets have not regularly been met.OR the response states the applicant is not applying to offer Adult Basic Education services and provides a justification for why the applicant is not offering this service. Justifications may include any of the following:a. A description of why the service is not needed in the local area, or areas, in which they are applying for funds utilizing educational demographic data.b. A description of how the services are already being provided in the local area, or areas, in which they are applying for funds including referral process in place to support learners in accessing those services. c. A description of how the applicant does not yet have the capacity to deliver these services or demonstrate effectiveness in supporting learners in this programming to achieve MSGs and how they will approach building capacity in this program over the four-year grant cycle. | 0 | 2 | 4 | 6 |  |
| The narrative response describes the applicant’s ability over the past three years to support learners receiving Adult Secondary Education instruction to achieve Measurable Skill Gains (MSG) targets (20-21- 37% MSG, 21-22 – 38% MSG; 22-23 – 40% MSG). The response addresses any targets not met and plans for improving in areas where targets have not regularly been met.OR the response states the applicant is not applying to offer Adult Secondary Education services and provides a justification for why the applicant is not offering this service. Justifications may include any of the following:a. A description of why the service is not needed in the local area, or areas, in which they are applying for funds utilizing educational demographic data.b. A description of how the services are already being provided in the local area, or areas, in which they are applying for funds including referral process in place to support learners in accessing those services.c. A description of how the applicant does not yet have the capacity to deliver these services or demonstrate effectiveness in supporting learners in this programming to achieve MSGs and how they will approach building capacity in this program over the four-year grant cycle. | 0 | 2 | 4 | 6 |  |
| The narrative describes the applicant’s ability over the past three years to support learners receiving English Language Acquisition instruction to achieve Measurable Skill Gains (MSG) targets (20-21- 37% MSG, 21-22 – 38% MSG; 22-23 – 40% MSG). The response addresses any targets not met and plans for improving in areas where targets have not regularly been met.OR the response states that the applicant is not applying to offer English Language Acquisition and provides a justification for why the applicant is not offering this service. Justifications may include any of the following:a. A description of why the service is not needed in the local area, or areas, in which they are applying for funds utilizing educational demographic data.b. A description of how the services are already being provided in the local area, or areas, in which they are applying for funds including referral process in place to support learners in accessing those services.c. A description of how the applicant does not yet have the capacity to deliver these services or demonstrate effectiveness in supporting learners in this programming to achieve MSGs and how they will approach building capacity in this program over the four-year grant cycle. | 0 | 2 | 4 | 6 |  |
| The narrative describes the applicant’s ability over the past three years to support learners receiving English Language Acquisition instruction to achieve Measurable Skill Gains (MSG) targets (20-21- 37% MSG, 21-22 – 38% MSG; 22-23 – 40% MSG). The response addresses any targets not met and plans for improving in areas where targets have not regularly been met.OR the response states that the applicant is not applying to offer English Language Acquisition and provides a justification for why the applicant is not offering this service. Justifications may include any of the following:a. A description of why the service is not needed in the local area, or areas, in which they are applying for funds utilizing educational demographic data.b. A description of how the services are already being provided in the local area, or areas, in which they are applying for funds including referral process in place to support learners in accessing those services.c. A description of how the applicant does not yet have the capacity to deliver these services or demonstrate effectiveness in supporting learners in this programming to achieve MSGs and how they will approach building capacity in this program over the four-year grant cycle. | 0 | 2 | 4 | 6 |  |
| The narrative describes the applicant’s ability over the past three years to support learners in obtaining or maintaining employment six months (the second quarter) after exiting their adult education program and explicitly addresses the data submitted in the demonstrated effectiveness portion of the application, including any targets (20-21 – 23.7% Q2 Employment, 21-22 – 24% Q2 Employment, 22-23 – 21.6% Q2 Employment) not regularly met and what the applicant plans to do to increase rates of employment after exit. | 0 | 2 | 4 | 6 |  |
| The narrative describes the applicant’s ability over the past three years to support learners in obtaining or maintaining a livable wage six months (the second quarter) after exiting their adult education program and explicitly addresses the data submitted in the demonstrated effectiveness portion of the application, including any targets (20-21 - $5,123.00 median, 21-22 - $5,167.00 median, 22-23 - $5,750.00 median) not regularly met and what the applicant plans to do to increase learners employed at livable wages after exit. | 0 | 2 | 4 | 6 |  |
| The narrative describes the applicant’s ability over the past three years to support learners in obtaining or maintaining employment twelve months (the fourth quarter) after exiting their adult education program and explicitly addresses the data submitted in the demonstrated effectiveness portion of the application, including any targets (20-21 – 25% Q4 employment, 21-22 – 26% Q4 employment, 22-23 – 24% Q4 employment) not regularly met and what the applicant plans to do to increase rates of employment after exit. | 0 | 2 | 4 | 6 |  |
| The narrative describes the applicant’s ability over the past three years to support learners in obtaining secondary and post-secondary credentials while enrolled and within a year after exiting your adult education program and explicitly addresses the data submitted in the demonstrated effectiveness portion of the application, including any targets (20-21 – 11% credential attainment, 21-22 – 12% credential attainment, 22-23 – 17.6% credential attainment) not regularly met and what the applicant plans to do to increase rates of credential attainment during enrollment and after exit. | 0 | 2 | 4 | 6 |  |
| 1. The narrative provides evidence of the applicant’s ability to serve eligible learners with disabilities, including learning disabilities. The response includes internal program data, both qualitative and quantitative and gives specific examples of processes, tools, and other resources provided to support learners with disabilities (e.g., assistive technology, following test publisher requirements around accommodations, how lesson plans or curriculum accommodate learners with a learning disability, how instructors are trained to work with learners with disabilities, etc.). | 0 | 2 | 4 | 6 |  |
| Award bonus points as follows: If applying for ABE and demonstrated effectiveness indicated an MSG 3-year average above 40.09%, award 1 point.If applying for ASE and demonstrated effectiveness indicated an MSG 3-year average above 50.49%, award 1 point.If applying for ELA and demonstrated effectiveness indicated an MSG 3-year average above 55.25%, award 1 point.If demonstrated effectiveness indicated an employment rate during the second quarter after exit 3-year average above 30.55%, award 1 point.If demonstrated effectiveness indicated a Median earnings value during the second quarter after exit 3-year average above $7,039.38, award 1 point.If demonstrated effectiveness indicated an Employment rate during the fourth quarter after exit 3-year average above 21.00%, award 1 point. If demonstrated effectiveness indicated a credential attainment rate while enrolled or within a year of exit 3-year average above 32.84%, award 1 point. | | | | |  |
| **Reviewer Comments:** | | | | | |
| **Total Out of 55 Points** | | | | |  |

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| **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** |
| 1. The narrative provides a summary of the applicant’s class schedule, including projected orientation, assessment, and enrollment periods (covering the time frame from July 1, 2024, through June 30, 2025). The schedule demonstrates sufficient intensity, providing a minimum of eight hours per week for instruction per class, to adequately support students in making substantial learning gains each term and does not include breaks in programming greater than four consecutive weeks.\* | 0 | 2 | 4 | 6 |  |
| 2. The narrative response references the schedule provided in question one and describes how the applicant will offer flexible scheduling and provide supports for adults to engage in instruction (such as childcare, food and housing assistance, mental health services, etc.) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.\* | 0 | 2 | 4 | 6 |  |
| 3. The narrative response describes the internal processes followed and data used to design the proposed scheduled of classes and services. Responses describe how decisions are made around term lengths and instructional hours available to learners by term, around class subjects as related to demonstrating learning gains, and around the research based instructional practices the applicant uses. \* | 0 | 2 | 4 | 6 |  |
| 4. The narrative response describes how the applicant will recruit learners to enroll in the program (e.g., marketing, community outreach). The response explains how that plan addresses learners with multiple barriers, learners with disabilities, and learners with low levels of literacy, and the evidence, or research, basis for that recruitment plan.\* | 0 | 2 | 4 | 6 |  |
| 5. Describe the learner retention strategies you will use to keep learners engaged in programming through completion and the evidence, or research, basis for those strategies.\* | 0 | 2 | 4 | 6 |  |
| 6. The narrative response describes the intake and orientation processes the applicant will implement including:  a. timeframe for orientation completion;  b. communications with learners in their native language as available and applicable;  c. detailed explanations to participants on the 13 federally reported barriers to employment for voluntary disclosure;  d. goal setting; and  e. assessment procedures informing class placement determinations.\* | 0 | 3 | 6 | 9 |  |
| 7. The narrative response describes the applicant’s instructional and administrative staff positions (both paid and unpaid) including:  a. amount of part- and full-time instructional staff, instructional support staff, and counseling or coaching staff and an evidence-based justification for how staffing will adequately support proposed activities and total enrollments;  b. the amount of planning, or preparation time instructional staff will be provided and an evidence-based justification for that amount;  c. amount of part- and full-time administrative (non-instructional) staff and an evidence-based justification for how staffing will adequately support proposed activities and total enrollments;  d. the amount of professional development or learning time all staff will be provided and an evidence-based justification for that amount; and  e. a description of how volunteers will be used to staff the program and what training they will be provided. | 0 | 2 | 4 | 6 |  |
| 8. The narrative response describes how the applicant will ensure that all instructors will obtain the Adult Basic Education Authorization (ABEA) through coursework and/or the portfolio process within three (3) years of the start of the grant cycle or their higher date (whichever occurs later). It includes details on the number of currently certified instructors, the number of instructors which will need to be certified, the primary methods through which they will seek certification (online courses, portfolio – prior learning, portfolio – observation, college courses), and the number of staff who will need to complete renewal applications during the four-year grant cycle.\* | 0 | 2 | 4 | 6 |  |
| 1. The narrative response describes how the applicant uses the College and Career Readiness Standards (CCRS) and the English Language Proficiency Standards (ELP) (e.g., how standards are used in unit and lesson planning, how learners will be made aware of the standards used during instruction and the training staff will receive in order to understand the relevant content standards). \* | 0 | 2 | 4 | 6 |  |
| 1. Clearly indicate how the applicant ensures equitable access and participation for students, teachers, and other program beneficiaries with special need, and address how the applicant helps learners to overcome barriers related to gender, race, national origin, color, disability, and/or age. | 0 | 2 | 4 | 6 |  |
| **Reviewer Comments** | | | | | |
| **Total Out of 63 Points** | | | | |  |

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| **Section D: Leveraging Data** | **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 narrative response describes how the applicant will ensure a timely and accurate collection of service data, management, and reporting of program data to LACES. It explicitly states the staff member roles responsible for ensuring accurate data collection and data entry and includes a brief description of the amount of time the relevant role(s) will allot on a weekly basis toward data collection and data entry justifying the time allotted in reference to projected enrollment. | 0 | 2 | 4 | 6 |  |
| 2. The narrative response describes the applicant’s adult education enrollment, exit rates, and retention rates over the past three years. It describes any trends (increases or decreases) in enrollment, the percentage of learners exiting the program without completing (e.g., not making a measurable skill gain), and the percentage of learners continuing from one year to the next. It provides estimated projections for the number of learners that will enroll in the adult education program across each of the four years of the grant cycle (2024-2025, 2025-2026, 2026-2027, 2027-2028) and describes the rationale for the projected enrollment. Referencing the projected enrollments, the narrative response provides estimated projections for the rate of learners who will exit without completing and the rate of learners who will continue from one year to the next across each of the four years of the grant cycle. It describes the rationale for the projected rates. | 0 | 4 | 8 | 12 |  |
| 3. The narrative describes the average annual instructional hours per learner in the applicant’s adult education over each of the past three years. It describes the average days attended per learner in the adult education program over each of the past three years. It describes the average length of time learners spent in the adult education program (e.g., days between start and completion or exit) over the past three years. It describes any trends (increases or decreases) in the average instructional hours, days attended, and length of time attended. It provides estimated projections for the average instructional hours, days attended, and length of time attended across each of the four years of the grant cycle (2024-2025, 2025-2026, 2026-2027, 2027-2028) and describes the rationale for those projections. | 0 | 4 | 8 | 12 |  |
| 4. The narrative provides the anticipated rates, or values, for each of the five performance accountability targets of the grant program (Employment, Second Quarter after Exit, Employment, Fourth Quarter after Exit, Median Earnings, Second Quarter after Exit, Credential Attainment Rate, Measurable Skill Gains (MSG), across each of the four years of the grant cycle (2024-2025, 2025-2026, 2026-2027, 2027-2028) and provides a rationale for these estimated rates. | 0 | 2 | 4 | 6 |  |
| 5. The narrative describes the percentage of gains anticipated in each MSG type (post-test EFL gain, high school diploma or equivalent, exit with post-secondary entrance, technical or occupational skills exam (IET only), progress toward milestones (Workplace Literacy only)) for the first 2024-2025 year of the grant program.\* | 0 | 1 | 2 | 3 |  |
| 6. The narrative describes how program data will be analyzed and used to make program improvements. | 0 | 2 | 4 | 6 |  |
| **Reviewer Comments:** | | | | | |
| **Total Out of 45 Points** | | | | |  |
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| **Section E: Leveraging Technology** | **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 narrative demonstrates that proposed activities effectively use technology, services, and delivery systems in a manner sufficient to increase the amount and quality of learning.    1. Describes how students use technology including examples of how learning takes place, the devices used, and the frequency with which technology is incorporated in learning. \*    2. Describes the technology that will be utilized by instructional staff in the classroom. \*    3. Provides examples of how technology, services, and systems are integrated into instruction and how they improve the quality and delivery of services.    4. Explicitly describes the technology, services, and systems used and how they lead to improved performance. | 0 | 3 | 5 | 7 |  |
| 1. The narrative describes how technology is integrated in assessment practices, including the use of remote assessments. | 0 | 1 | 2 | 3 |  |
| 1. If the applicant provides synchronous remote instruction via an online video platform, they must demonstrate the effectiveness of instruction with the following descriptions:\*    1. Describes how the applicant plans to orient learners to the online learning environment. \*    2. Describes how applicant will ensure distance instruction meets the same rigor, intensity, and standards alignment of an in-person class. \*    3. Describes how the applicant will build community, support learner engagement, and provide timely assistance and remediation to learners. \*    4. Describes how applicant assesses and evaluates distance education instruction, including the use of data and learner feedback.   If the applicant is not offering synchronous remote instruction, assign 0 points. | 0 | 2 | 4 | 6 |  |
| 1. If the applicant provides asynchronous distance education via an approved AEI digital platform, they must select the platforms and demonstrate the effectiveness of the asynchronous distance education instruction provided with the following information:    1. Identifies which platforms will be used.    2. Describes how the applicant will orient learners to platforms, monitor learner progress, support learner engagement, and meet with learners to provide timely assistance and remediation. \*    3. Describes how the applicant will assess and evaluate distance education platforms, their alignment to local curriculum and practice, and incorporate data and learner feedback in decisions around continued usage. \*   If the applicant is not offering asynchronous distance education, assign 0 points. | 0 | 1 | 2 | 3 |  |
| **Reviewer Comments:** | | | | | |
| **Total Out of 19 Points** | | | | |  |

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| **Section F: Workforce Development and Partnerships** | **Minimally Addressed or Does Not Meet Criteria** | **Met Some but Not All Identified Criteria** | **Addressed Criteria but Did Not Provide Thorough Detail** | **Met All Criteria with High Quality** | **TOTAL** |
| **Question 1 of this section is an unscored selection question, scoring begins with question 2.** | | | | | |
| 2. The narrative poorly, adequately, competently, or exceptionally describes a plan to participate in one-stop center operations that includes the anticipated days and times operating Adult Education and Literacy programming within the comprehensive one-stop center. Reviewers should consider the local Workforce Development Board recommendation and comments on the applications alignment with the local area’s regional plan when scoring in this section. | 0 | 3 | 6 | 9 |  |
| 3. The narrative identifies a number or percentage of adult education participants who, during the first year of the grant will be co-enrolled in other WIOA programs:   * 1. Title III Wagner Peyser   2. Title I Adult   3. Title I Dislocated Worker   4. Title I Youth   5. Title IV Vocational Rehabilitation   6. Other WIOA partnerships   Reviewers should consider the local Workforce Development Board recommendation and comments on the applications alignment with the local area’s regional plan when scoring in this section. | 0 | 2 | 4 | 6 |  |
| 4. The narrative identifies partnerships from none, some, most or all of the following types of organizations:   * 1. Elementary and secondary schools   2. Postsecondary educational institutions and institutions of higher education   3. Local workforce investment boards, one-stop centers, job training programs, and social service agencies   4. Business, industry, or labor organizations   5. Community-based organizations, nonprofit organizations, and intermediaries   Additionally, the narrative describes how the services from the partners support participation in Adult Education and Literacy activities. | 0 | 3 | 6 | 9 |  |
| 1. The narrative poorly, adequately, competently, or exceptionally describes the processes that will be used to outreach and collaborate with local Workforce Development Board staff to reach agreements on infrastructure funding, participant referrals, MOU duration, and other details of the MOU that will encourage co-enrollment and enhance adult education services.   Reviewers should consider the local Workforce Development Board recommendation and comments on the applications alignment with the local area’s regional plan when scoring in this section. | 0 | 3 | 6 | 9 |  |
| Reviewer Comments: | | | | | |
| **Total Out of 33 Points** |  | | | | |

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| **Section G: Budget Narrative and Financials** | **Minimally Addressed or Does Not Meet Criteria** | **Met Some but Not All Identified Criteria** | **Addressed Criteria but Did Not Provide Thorough Detail** | **Met All Criteria with High Quality** | **TOTAL** |
| **Questions 1 – 2 of this section is an unscored selection question, scoring begins with question 3.** | | | | | |
| 3. The narrative explains the costs of the program’s proposed services and activities as presented in the budget, or budgets, submitted including:   1. A description of the applicant’s ability to financially sustain both the administrative and instructional responsibilities required for the grant. \* 2. An explanation of how the budget is sufficient for implementing the proposed activities. \* 3. If any single staff person fills more than one of the required grantee contacts (see Appendix D), a description of how those staff will be provided resources proportional to the number of roles they will fill. \* 4. 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)). 5. A description of the accounting system that the applicant will utilize to assist the applicant in reporting and tracking finances. \* | 0 | 12 | 16 | 24 |  |
| 4. If the administration percentage budgeted in the attached budget exceeds 10.0%, a description justifying the additional administration costs is provided (if the budgeted administration percentage is at 10.0% or lower, reviewers will score this rubric item with the full 6 points). \* | 0 | 2 | 4 | 6 |  |
| 5. Total score on the “Financial Management Risk Assessment” is as follows: A score below 8 earns 6 points; A score between 8 and 20 earns 4 points; A score over 20 earns 2 points; Incomplete or missing survey earns 0 points. | 0 | 2 | 4 | 6 |  |
| **Reviewer Comments:** | | | | | |
| **Total Out of 48 Points** | | | | |  |

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| **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** |
| **If the applicant is eligible and applying for Integrated English Literacy and Civics Education Program (WIOA Sec. 243(a)) funds, the applicant must complete this section *in addition* to all other sections of the AEFLA application. The applicant is eligible to apply only if the minimum demonstrated effectiveness threshold of IELCE based on Integrated Education and Training MSG over three years was at least 50%, otherwise they may not apply for this activity. Question 1 from this section is an opt-in and scoring begins on question 2.**  **Question 1 of this section is opting in to apply for IELCE funds, scoring begins on question 2.** | | | | | |
| 2. The narrative poorly, adequately, competently, or exceptionally describes the need for Integrated English Literacy and Civics Education in their community and provides the number or percentage of the population that are English Language learners and English Language Learners with professionals degrees from other countries, informed by reliable data sources. | 0 | 3 | 6 | 9 |  |
| 3. The narrative poorly, adequately, competently or exceptionally addresses how IELCE services will provide advanced English literacy skills to prepare English language learners, including professionals with degrees from other countries, for successful civic and workforce participation (for a reference on the types of skills please see the [National Employability Skills Framework](https://cte.ed.gov/initiatives/employability-skills-framework) and [EARN’s Civics Spotlight](https://lincs.ed.gov/sites/default/files/EARNCivicsSpotlight.pdf)). | 0 | 3 | 6 | 9 |  |
| 4. The narrative describes collaborating with the local workforce development system, either in face-to-face service planning, by using media published by the Colorado Workforce Development System (e.g. Talent Pipeline Report, regional plans, Labor Market Information, etc.), developing a Memorandum of Understanding, or other collaboration efforts to identify regional in-demand industries and occupations around which to build IETs. | 0 | 4 | 8 | 16 |  |
| 5. The narrative poorly, adequately, competently or exceptionally describes an enrollment plan for IELCE services, that includes projected number of participants, number or percentage of those that will enroll in IET programming, and a number or percentage of those that will complete an IET program in the first year of the grant. | 0 | 2 | 4 | 6 |  |
| 6. The narrative poorly, adequately, competently, or exceptionally describes how the applicant will implement IET addressing the following:  a. How learners’ interests, skills and background will be matched with IET programming and how those IETs will prepare learners to enter into and advance along in-demand career pathways.  b. Which workforce training programming the applicant will offer as part of each IET supporting a career pathway and the industry recognized credentials that will be awarded upon completion of each IET program.  c. Which entities will provide the workforce training for each IET, and if training partners have not been identified, how the applicant will select a provider and verify their prior training success. Or, if the applicant is providing the workforce training internally, what barriers exist preventing them from partnering with a local training provider to provide workforce training and how the applicant will ensure staff are properly trained and have capacity to provide the workforce training.  d. Which types of Adult Education and Literacy (AEL) instructional activities will be offered to support workforce training, how they will they be contextualized for the specific industry of each planned IET, and how they will be offered concurrently with the workforce training.  e. How workforce preparation activities will connect with and support the workforce training and AEL instructional components of each IET. | 0 | 4 | 8 | 16 |  |
| 7. The narrative poorly, adequately, competently, or exceptionally describes a marketing plan to outreach to and enroll eligible individuals like English language learners, including professionals with degrees from other countries, in IELCE programming, including IET.\* | 0 | 2 | 4 | 6 |  |
| **Reviewer Comments:** | | | | | |
| **Total Out of 62 Points** | | | | |  |

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| --- | --- | --- | --- | --- | --- |
| **Section I: AEFLA Integrated Education and Training** | **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 eligible and applying to provide Integrated Education and Training activities with Section 201 (AEFLA only) funding, the applicant must complete this section *in addition* to all other sections of the application. Applicants are not eligible to apply for this service if their average three-year MSG rate for AEFLA or IELCE IET was less than 50%.**  **Questions 1 and 2 are unscored as they are opt-in responses, scoring of this section begins in question 3.** | | | | | |
| 3. The narrative poorly, adequately, competently, or exceptionally describes the following based on the target audience indicated in question #2:a. Which workforce training programs the applicant will offer as part of each IET, and which industry recognized credentials will be awarded to participants upon completion of each IET. b. Which entities will provide the workforce training for each IET, and if training partners have not been identified, how the applicant will select a provider and verify their prior training success. Or, if the applicant is providing the workforce training internally, what barriers exist preventing them from partnering with a local training provider to provide workforce training and how the applicant will ensure staff are properly trained and have capacity to provide the workforce training.  c. Which types of Adult Education and Literacy (AEL) instructional activities will be offered to support workforce training, how they will they be contextualized for the specific industry of each planned IET, and how they will be offered concurrently with the workforce training.  d. How workforce preparation activities will connect with and support the workforce training and AEL instructional components of each IET. | 0 | 4 | 8 | 16 |  |
| 4. The narrative response poorly, adequately, competently, or exceptionally describes how the IET industry(ies) meet state or regional needs to fill in-demand jobs, informed by reliable sources such as research from the Colorado Talent Pipeline Report, Labor Market Information, local, area or statewide plans. | 0 | 3 | 6 | 9 |  |
| 5. The narrative describes the applicant’s plan for enrollment in the first year of the grant including the number or percentage learners they anticipate will participate in each IET program and the number or percentage of those they anticipate will complete an IET. | 0 | 2 | 4 | 6 |  |
| **Reviewer Comments:** | | | | | |
| **Total Out of 31 Points** | | | | |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Section J: 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 Corrections (WIOA Sec. 225) funds, the applicant must complete this section *in addition* to all other sections of the application. Applicants are not eligible to apply for this service if their average three-year MSG rate for Correctional Education was less than 35%.**  **Questions 1 and 2 are unscored as they are opt-in responses, scoring of this section begins in question 3.** | | | | | |
| 3. For each activity selected in question 1, the narrative describes how the activity is appropriate to the population that will be served and describes how the applicant will ensure staff are highly qualified in the selected activities. | 0 | 4 | 8 | 16 |  |
| 4. The narrative describes how the applicant will ensure priority delivery to individuals who are likely to leave the correctional institution or other institutionalized setting within five years of participation in the program. | 0 | 2 | 4 | 6 |  |
| 5. The narrative describes how the proposed activities will include educational counseling or case work to support individuals' transition to re-entry and other post-release services. | 0 | 3 | 6 | 9 |  |
| 6. The narrative describes how the applicant will ensure that AEFLA funds and match funds are not used for costs for participation in post-release programs or services. | 0 | 3 | 6 | 9 |  |
| **Reviewer Comments:** | | | | | |
| **Total Out of 40 Points** | | | | |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Section K: Family Literacy** | **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 eligible and applying to provide Family Literacy activities, the applicant must complete this section *in addition* to all other sections of the application. Applicants are not eligible to apply for this service if their average three-year MSG rate for Family Literacy was less than 40%.**  **Questions 1 is unscored as it is an opt-in response, scoring of this section begins in question 2.** | | | | | |
| 2. The narrative describes how Family Literacy activities are of sufficient intensity and quality to make sustainable improvements in a family’s economic prospects and better enable parents or family members to support a child’s learning needs, including:  a. A description of the applicant’s planned schedule for the program, including the anticipated number of adults and children to be enrolled in year one of the grant.  b. A description of the parent education activities that will be provided, noting if those activities are provided in conjunction with adult education activities or as a separate component. If a provided as a separate component, the narrative describes the amount of time required.  c. A description of how activities will support parents or family members to become the child’s primary teacher and a full partner in their child’s education. \*  d. A description of how staff will be appropriately trained in parent education activities. | 0 | 4 | 8 | 16 |  |
| 3. The narrative describes the strategies that will be used to implement Parent and Child Together (PACT) time, including:  a. An outline of the PACT time schedule that will be used in year one of the grant. PACT must be at least 2 hours per week. \*  b. A description of how PACT time is facilitated, e.g., in-person, virtual, hybrid, etc., and a description of how the applicant will ensure adequate staff time to facilitate PACT and perform data entry.  c. Examples of PACT strategies that are age appropriate and contextualized to develop language and literacy skills. \*  d. Examples demonstrating the interactive nature of PACT activities. Examples demonstrate explicit involvement of parents or family members and children in activities. \* | 0 | 4 | 8 | 16 |  |
| **Reviewer Comments:** | | | | | |
| **Total Out of 32 Points** | | | | |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Section L: Workplace Adult Education and Literacy** | **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 eligible and applying to provide Workplace Adult Education and Literacy activities, the applicant must complete this section *in addition* to all other sections of the AEFLA application.** | | | | | | | |
| 2. The narrative describes the applicant's plan for enrollment in Workplace Literacy in the first year of the grant cycle including how many learners they anticipate will participate in each Workplace Literacy program and what number or percentage of participants they anticipate will complete the Workplace Literacy program. | 0 | | 3 | 6 | 9 | |  |
| 3. The narrative lists each employer partner for the Workplace Literacy program and for each identifies the Standard Occupational Classification (SOC) codes for the industries in which the applicant provides or plans to provide Workplace Literacy services. Or, if the applicant has not identified an employer partner, the narrative describes how the applicant will identify and collaborate with employers, unions, professional associations, or local industry sector partnerships from in demand industries in the region. The narrative identifies the staff role(s) at the applicant’s program that will lead these efforts and describes their responsibilities. \* | 0 | | 4 | 8 | 16 | |  |
| **Reviewer Comments:** | | | | | | | |
| **Total Out of 25 Points** | | | | | | |  |

# Appendix 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**

* Adams
* Arapahoe/Douglas
* Boulder
* Denver
* Larimer
* Mesa
* Pikes Peak
* Tri-County
* Weld
* Colorado Rural Workforce Consortium

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

## Consistency with Local Plan

Rate how much you agree with the following statements regarding the application of the program listed above, on a scale from 1 to 5, where 1 is strongly disagree, 3 is neither agree or disagree, and 5 is strongly agree.

1. The application aligned with regional needs identified in the local workforce development area plan

1 2 3 4 5

1. The application demonstrated alignment to strategies and goals identified in the local workforce development area plan.

1 2 3 4 5

1. The application’s proposed activities and services prioritized outreach to appropriate target 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.

1 2 3 4 5

## One-Stop Partnership

1. As outlined in one-stop partner requirements [Policy Guidance Letter](https://drive.google.com/file/d/1dqtgTMx_P2bOO7qynsbco70AkGEhQW8e/view?usp=sharing) (PGL) from the Colorado Department of Labor and Employment, an adult education applicant must fulfill the required one-stop provider responsibilities within the local area(s) it proposes to serve. Using the information provided in Section F, Item 2 of the application, rate how effectively the adult education access plan meets the needs of the local area’s eligible population (based on the three options listed in section D of the referenced PGL).

1 2 3 4 5

1. As a partner in the One-Stop System, please rate the level of involvement your workforce center or local board had in planning referral processes of eligible adult education learners between the applicant and other partners.

1 2 3 4 5

**Rating:**

Based on your ratings, do you agree to recommend the applicant for WIOA title II AEFLA funding? If you do not recommend the applicant, please include practical feedback and potential changes to suggest in the final scoring.

Recommend

Do not recommend (add notes below)

## Local Board Signature

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name/Title of Local Board Representative |  | Signature |  | Date |

# Appendix B: Application Reader/Reviewer Process\*

**Funding Opportunities**

The CDE Grants Program Administration (GPA) 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 hosting scoring sessions online.

**Review Teams**

GPA works with program staff to establish review teams. These teams are comprised of three to five people each and are balanced by experience/affiliation. 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 do not participate on review teams but 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.

**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. Readers receive their assigned applications, scoring materials, and instructions typically two weeks before the virtual review and are asked to review each application before the review day. Individual scores are submitted to GPA the day before the review. These are compiled so GPA 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 assigned to virtual breakout rooms 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 applications and scoring materials. The initial review documents are discussed and an overview of scoring is provided. Confidentiality is discussed 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. As each review team completes its team score sheets, GPA 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 GPA and delivered to the program office.

**Funding Decisions**

Following the grant review, GPA compiles the scores and feedback forms from each review team. Review scores are ranked and any funding priorities, as outlined in the grant RFA, are applied.

**Applicant Notification**

Applicants are notified of award decisions via GAINS 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.

# Appendix 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:
     1. The applicant requests a hearing within 30 days of CDE’s final action; and
     2. 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.
     1. 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.
     2. An applicant shall request a hearing by completing the online [2024-2028 AEFLA Grant Competition Appeals Request Form](https://forms.office.com/Pages/ResponsePage.aspx?id=yM9Rp5of206DcJ8cbUvqWgS09Rjf0Y9FquIwJ1Hd7rNUMU1QMURQRjQ2ME0zM1JER0I3Vjk2TTRHViQlQCN0PWcu). 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.
     3. The applicant must request the hearing within thirty calendar days of the date of the CDE’s notification of the intent to deny funding.
     4. 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.
     5. 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.
     6. 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.
     7. The applicant may present their case during the hearing.
     8. 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.
     9. CDE shall keep a recorded (but not transcribed) record of the proceedings.
     10. 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.
     1. 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.
     2. If the CDE determines that its proposed action was contrary to State or Federal statues or regulations that govern the program, it shall rescind its action.
  5. Appeal.
     1. 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.
     2. 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.
     3. If the Secretary determines the action of the State educational agency was contrary to Federal statues 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 [the online form](https://forms.office.com/Pages/ResponsePage.aspx?id=yM9Rp5of206DcJ8cbUvqWgS09Rjf0Y9FquIwJ1Hd7rNUMU1QMURQRjQ2ME0zM1JER0I3Vjk2TTRHViQlQCN0PWcu), 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 as required in the online form:

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

Submitted your completed request form using the [2024-2028 AEFLA Grant Competition Appeals Request Form](https://forms.office.com/Pages/ResponsePage.aspx?id=yM9Rp5of206DcJ8cbUvqWgS09Rjf0Y9FquIwJ1Hd7rNUMU1QMURQRjQ2ME0zM1JER0I3Vjk2TTRHViQlQCN0PWcu).

**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.

# Appendix 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.
* 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**

* Successfully completes assessment administrator training as required.
* Ensures requirements in the [Assessment Policy](https://www.cde.state.co.us/cdeadult/grantees/handbook/assessment) are adhered to, including maintaining Local Assessment Procedures and attending initial and refresher training.
* 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, including 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.

**Distance Education Coordinator (if providing)**

* Successfully completes distance education policy training as required.
* Acts as a point of contact for state-led distance education initiatives.
* Acts as a local program point of contact to communicate statewide policy to relevant staff.

**Professional Learning Coordinator**

* Ensure all local staff are trained on relevant AEFLA policies and assurances.
* Supports the program director or designees in observing instructional staff.
* Provides guidance in professional learning to local staff.
* Assesses local program and class-level performance.
* Gathers data regarding teacher and student needs to inform professional learning activities.
* Delivers training, or contracts with experienced professionals to do so.
* Shares local, state, and national training opportunities with program staff.
* Guides instructional staff in the Adult Basic Education Authorization (ABEA) initial and renewal processes.
* Tracks ABEA credentials attained in LACES and supports instructional staff with ABEA application document submissions in LACES.
* Trains staff to enter professional learning hours in LACES

# Appendix E: 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 —
   1. 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;
   2. transition to postsecondary education and training; and
   3. obtain employment (WIOA, § 203(1)).
7. **ABE:** Adult Basic Education, a component of adult education with instruction in the basic skills below the 9th 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 9th 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 —
    1. who is a youth, that the individual has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or
    2. 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 —
    1. aligns with the skill needs of industries in the economy of the State or regional economy involved;
    2. 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.);
    3. includes counseling to support an individual in achieving the individual’s education and career goals;
    4. 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;
    5. 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;
    6. enables an individual to attain a secondary school diploma or its recognized equivalent; and
    7. 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 Education:** 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*. \**

1. **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)).
2. **Eligible Individual:** The term “eligible individual” means an individual –
   1. who has attained 16 years of age;
   2. who is not enrolled or required to be enrolled in secondary school under State law; and
   3. who--
      1. is basic skills deficient
      2. does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level or education; or
      3. is an English language learner (WIOA, §203(4)).
3. **English Language Acquisition (ELA) Program:** The term “English language acquisition program” means a program of instruction —
   1. designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and
   2. that leads to
      1. attainment of a secondary school diploma or its recognized equivalent; and
      2. transition to postsecondary education and training; or
      3. employment (WIOA §203(6)).
4. **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 —
   1. whose native language is a language other than English; or
   2. who lives in a family or community environment where a language other than English is the dominant language (WIOA §203(7)).
5. **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)).
6. **Fiscal Year (FY):** Colorado’s Adult Education’s fiscal year begins July 1 and ends June 30. \*
7. **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. \*
8. **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. \*
9. **Grantees:** Program recipients of adult education grant funds.
10. **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. \*
11. **In-Kind:** valued non-cash contributions, services, property, or assistance received by the literacy program, for literacy program operations. \*
12. **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. \*
13. **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)).
14. **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)).
15. **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. \*
16. **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. \*
17. **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)).
18. **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)).
19. **Local Boards (LB):** The term “local board” means a local workforce development board established under Section 107(c)(4)(B)(i) (WIOA §3(33)).
20. **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).
21. **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. \*
22. **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. \*
23. **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. \*
24. **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. \*
25. **National Reporting System (NRS)**: An outcome-based reporting system for the state-administered federally funded literacy program. \*
26. **Non-Federal Match:** The commitment of state or other non-federal funds required to receive federal contributions. \*
27. **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. \*
28. **Period of Participation (PoP)**: A PoP begins when a learner first has activity (assessment or instructional hours) in the program year and ends when the learner does not have additional activity for 90 or more days after the last date of activity. A new PoP begins every new program year and/or if the student returns in the current program year (July 1 – June 30) after a gap of 90 or more days and again achieves NRS participant status for the second time.
29. **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. \*
30. **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. \*
31. **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. \*
32. **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)).
33. **Workforce Training**: training for a specific occupation or occupational cluster which can be any of the following services as defined in WIOA 134(c)(3)(D): occupational skills training, including training for nontraditional employment; on-the-job training; incumbent worker training; training programs operated by the private sector; skill upgrading and retraining; entrepreneurial training; transitional jobs; job readiness training in combination with other services; adult education and literacy activities in combination with other services; and customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training

# Appendix F: 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.

The following is data for each Local Workforce Area. The source for each respective factor is included as indicated 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% | 3.6% | 53.2% | 15.2% | 15.1% |
| Arapahoe/Douglas^ | 17.7% | 1.6% | 3.1% | 31.8% | 5.0% | 11.8% |
| Boulder | 5.6% | 0.7% | 2.8% | 23.1% | 4.3% | 9.7% |
| Denver | 12.2% | 0.1% | 3.6% | 45.1% | 9.5% | 13.9% |
| El Paso/Pikes Peak^ | 13.1% | 2.6% | 3.2% | 23.6% | 4.1% | 4.9% |
| Larimer | 6.3% | 2.5% | 2.8% | 19.1% | 3.7% | 5.7% |
| Mesa | 2.7% | 3.2% | 3.5% | 19.8% | 7.7% | 3.9% |
| Rural Workforce Consortium^ | 17.3% | 83.0% | 3.0% | 27.0% | 8.4% | 5.5% |
| Tri-County^ | 10.1% | 1.3% | 2.9% | 17.2% | 4.6% | 5.6% |
| Weld | 6.0% | 3.9% | 3.3% | 36.6% | 11.7% | 9.1% |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sub-areas of the Colorado Rural Workforce Consortium** | **% of Population (1)** | **% of Square Miles (2)** | **% Unemployed (3)** | **% Non-White Population (4)** | **% w/o HS Credential (5)** | **Foreign Born Pop. (6)** |
| Broomfield Sub-Area | 7.6% | 0.0% | 3.2% | 25.6% | 3.7% | 10.7% |
| Eastern Sub-Area^ | 11.3% | 20.5% | 2.4% | 24.4% | 10.4% | 7.3% |
| Northwest Sub-Area^ | 6.1% | 16.0% | 2.5% | 16.2% | 7.8% | 3.6% |
| Pueblo Sub-Area | 16.8% | 2.8% | 4.5% | 49.4% | 10.0% | 3.7% |
| Rural Resort Sub-Area^ | 17.1% | 7.7% | 2.5% | 28.5% | 6.3% | 11.9% |
| South Central Sub-Area^ | 4.6% | 9.5% | 3.5% | 45.3% | 9.3% | 3.9% |
| Southeast Sub-Area^ | 6.7% | 18.5% | 3.4% | 37.3% | 13.0% | 3.8% |
| Southwest Sub-Area^ | 10.0% | 7.6% | 3.0% | 21.5% | 5.5% | 4.5% |
| Upper Arkansas Sub-Area^ | 9.2% | 6.4% | 3.4% | 14.8% | 5.7% | 2.8% |
| Western Sub-Area^ | 10.6% | 11.1% | 2.9% | 16.2% | 4.7% | 4.6% |

Data Sources:

|  |  |
| --- | --- |
| (1) | US Census Quick Facts (July 1, 2022) - <https://www.census.gov/quickfacts/fact/map/CO/PST045222> |
| (2) | Colorado Labor Market Information - (No change from previous version) |
| (3) | US Bureau of Labor Statistics, Local Area Unemployment Statistics (US Census) (December 2023) - <https://www.colmigateway.com/admin/gsipub/htmlarea/Uploads/Dec23PR.pdf> |
| (4) | US Census Quick Facts (July 1, 2022) - <https://www.census.gov/quickfacts/fact/table/> (Used 100 less “White alone, not Hispanic or Latino”) |
| (5) | US Census Quick Facts (July 1, 2022) - <https://www.census.gov/quickfacts/fact/table/> (Used 100 less “High school graduate or higher, percent of persons age 25 years+, 2018-2022”) |
| (6) | US Census Quick Facts (July 1, 2022) - <https://www.census.gov/quickfacts/fact/table/> (Used “Foreign born persons, percent, 2018-2022”) |
| ^ | Multiple counties are included in this Local Workforce Area or sub-area |

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:

|  |  |  |
| --- | --- | --- |
| **Facto**r | **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% - 19.9% | 0.5 |
| 20.0% - 39.9% | 1 |
| 40.0% + | 3 |

**EXAMPLE:** If a Local Workforce Area’s racial minority population is 18.1% then the area is awarded 0.5 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.

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 30.25% 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 | 2 | 3 | 3 | 4 | 14.5 |
| Arapahoe/Douglas^ | 5 | 0.5 | 2 | 1 | 0.5 | 3 | 12 |
| Boulder | 0.5 | 0.25 | 1 | 1 | 0.5 | 1 | 4.25 |
| Denver | 3 | 0.25 | 2 | 3 | 1 | 3 | 12.25 |
| El Paso/Pikes Peak^ | 3 | 0.5 | 2 | 1 | 0.5 | 0.5 | 7.5 |
| Larimer | 0.5 | 0.5 | 1 | 0.5 | 0.5 | 0.5 | 3.5 |
| Mesa | 0.25 | 0.5 | 2 | 0.5 | 1 | 0.5 | 4.75 |
| Tri-County^ | 2 | 0.5 | 1 | 1 | 0.5 | 0.5 | 5.5 |
| Weld | 0.5 | 0.5 | 2 | 0.5 | 1 | 1 | 5.5 |
| Rural Workforce Consortium^ |  |  |  |  |  |  | 30.25 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Local Workforce Area** | **% of Population** | **% of Square Miles** | **% Unemployed** | **% Non- White Pop.** | **% w/o HS Diploma** | **Foreign Born Pop.** | **Total Points** |
| Broomfield Sub-Area | 2 | 0.25 | 2 | 1 | 0.5 | 1 | 6.75 |
| Eastern Sub-Area^ | 3 | 0.5 | 1 | 1 | 1 | 1 | 7.5 |
| Northwest Sub-Area^ | 0.5 | 0.5 | 1 | 0.5 | 1 | 0.5 | 4 |
| Pueblo Sub-Area | 5 | 0.5 | 2 | 3 | 1 | 0.5 | 12 |
| Rural Resort Sub-Area^ | 5 | 0.5 | 1 | 1 | 1 | 3 | 11.5 |
| South Central Sub-Area^ | 0.5 | 0.5 | 2 | 3 | 1 | 0.5 | 7.5 |
| Southeast Sub-Area^ | 0.5 | 0.5 | 2 | 1 | 3 | 0.5 | 7.5 |
| Southwest Sub-Area^ | 2 | 0.5 | 2 | 1 | 0.5 | 0.5 | 6.5 |
| Upper Arkansas Sub-Area^ | 2 | 0.5 | 2 | 0.5 | 0.5 | 0.5 | 6 |
| Western Sub-Area^ | 2 | 0.5 | 1 | 0.5 | 0.5 | 0.5 | 5 |

**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 $6,067,683.00 in funding (dependent on federal appropriations) for each Local Workforce Area:

|  |  |  |
| --- | --- | --- |
| **Local Workforce Area** | **Funding Percentage** | **AEFLA Funding Maximum** |
| Adams | 14.50% | $879,814.04 |
| Arapahoe/Douglas^ | 12.00% | $728,121.96 |
| Boulder | 4.25% | $257,876.53 |
| Denver | 12.25% | $743,291.17 |
| El Paso/Pikes Peak^ | 7.50% | $455,076.23 |
| Larimer | 3.50% | $212,368.91 |
| Mesa | 4.75% | $288,214.94 |
| Tri-County^ | 5.50% | $333,722.57 |
| Weld | 5.50% | $333,722.57 |
| Rural Workforce Consortium^ | NA | $1,835,474.11 |

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 | 6.75% | $123,894.50 |
| Eastern Sub-Area^ | 7.50% | $137,660.56 |
| Northwest Sub-Area^ | 4.00% | $73,418.96 |
| Pueblo Sub-Area | 12.00% | $220,256.89 |
| Rural Resort Sub-Area^ | 11.50% | $211,079.52 |
| South Central Sub-Area^ | 7.50% | $137,660.56 |
| Southeast Sub-Area^ | 7.50% | $137,660.56 |
| Southwest Sub-Area^ | 6.50% | $119,305.82 |
| Upper Arkansas Sub-Area^ | 6.00% | $110,128.45 |
| Western Sub-Area^ | 5.00% | $91,773.71 |

**Part 6: Funding Decisions**

Approximately $6,067,683.00 in AEFLA funding will be competed through this RFA. Once applications are scored, AEI will attempt to award as many applicants within the same LWDA or sub-area meeting the minimum points thresholds as possible. The additional $1,038,298.00 in IELCE funding and $1,516,923.00 in correctional education funding will also be competitively awarded through this RFA but are not distributed or competed via LWDA.

Please note that any entity receiving more than $500,000 in grant funding will but subject to additional fiscal monitoring.

# Appendix G: 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, become 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.

# Appendix H: AEFLA Demonstrated Effectiveness Charts

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Asian Pacific Development Center** | | | | | |
| Question 1.a | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 ABE | X | X | 28.95% | 38.31% | 1 |
| MSG Rate 2021-22 ABE | 28 | 77 | 36.36% |
| MSG Rate 2022-23 ABE | 63 | 127 | 49.61% |
| Question 1.b | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 ASE | X | X | 0.00% | 23.61% | 0 |
| MSG Rate 2021-22 ASE | X | X | 33.33% |
| MSG Rate 2022-23 ASE | X | X | 37.50% |
| Question 1.c | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 ELA | 228 | 530 | 43.02% | 42.05% | 1 |
| MSG Rate 2021-22 ELA | 233 | 620 | 37.58% |
| MSG Rate 2022-23 ELA | 267 | 586 | 45.56% |
| Question 1.d | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 Fam. Lit. | X | X | 60.00% | 49.46% | 1 |
| MSG Rate 2021-22 Fam. Lit. | X | X | 31.25% |
| MSG Rate 2022-23 Fam. Lit. | X | X | 57.14% |
| Question 1.e | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 Work. Lit. | NA | NA | NA | 20.84% | 2 |
| MSG Rate 2021-22 Work. Lit. | X | X | 41.67% |
| MSG Rate 2022-23 Work. Lit. | X | X | 0.00% |
| Question 1.f | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 Corrections | NA | NA | NA | 0.00% | 0 |
| MSG Rate 2021-22 Corrections | NA | NA | NA |
| MSG Rate 2022-23 Corrections | NA | NA | NA |
| Question 1.g | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 IELCE | NA | NA | NA | 0.00% | 0 |
| MSG Rate 2021-22 IELCE | NA | NA | NA |
| MSG Rate 2022-23 IELCE | NA | NA | NA |
| Question 1.h | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 IET (IELCE) | NA | NA | NA | 0.00% | 0 |
| MSG Rate 2021-22 IET (IELCE) | NA | NA | NA |
| MSG Rate 2022-23 IET (IELCE) | NA | NA | NA |
| Question 1.i | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 IET (AEFLA) | NA | NA | NA | 0.00% | 0 |
| MSG Rate 2021-22 IET (AEFLA) | NA | NA | NA |
| MSG Rate 2022-23 IET (AEFLA) | NA | NA | NA |
| Question 2 | Numerator | Denominator | Rate | 3-year average | Points |
| Q2 Employment Rate 2020-21 | 94 | 285 | 32.98% | 29.11% | 1 |
| Q2 Employment Rate 2021-22 | 92 | 360 | 25.56% |
| Q2 Employment Rate 2022-23 | 148 | 514 | 28.79% |
| Question 3 | Numerator | Denominator | Rate | 3-year average | Points |
| Q2 Median Earnings 2020-21 | NA | 94 | $6,890.68 | $7,625.56 | 2 |
| Q2 Median Earnings 2021-22 | NA | 92 | $8,486.50 |
| Q2 Median Earnings 2022-23 | NA | 148 | $7,499.50 |
| Question 4 | Numerator | Denominator | Rate | 3-year average | Points |
| Q4 Employment Rate 2020-21 | 66 | 371 | 17.79% | 17.48% | 1 |
| Q4 Employment Rate 2021-22 | 57 | 217 | 26.27% |
| Q4 Employment Rate 2022-23 | 41 | 489 | 8.38% |
| Question 5 | Numerator | Denominator | Rate | 3-year average | Points |
| Credential Attainment 2020-21 | X | X | 0.00% | 16.67% | 0 |
| Credential Attainment 2021-22 | X | X | 50.00% |
| Credential Attainment 2022-23 | X | X | 0.00% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Colorado Northwestern Community College** | | | | | |
| Question 1.a | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 ABE | X | X | 50.00% | 50.00% | 2 |
| MSG Rate 2021-22 ABE | X | X | 43.48% |
| MSG Rate 2022-23 ABE | X | X | 56.52% |
| Question 1.b | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 ASE | X | X | 75.00% | 37.50% | 1 |
| MSG Rate 2021-22 ASE | NA | NA | 0.00% |
| MSG Rate 2022-23 ASE | X | X | 0.00% |
| Question 1.c | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 ELA | X | X | 51.72% | 51.32% | 1 |
| MSG Rate 2021-22 ELA | 17 | 35 | 48.57% |
| MSG Rate 2022-23 ELA | 22 | 41 | 53.66% |
| Question 1.d | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 Fam. Lit. | NA | NA | 0.00% | 0.00% | 0 |
| MSG Rate 2021-22 Fam. Lit. | NA | NA | 0.00% |
| MSG Rate 2022-23 Fam. Lit. | NA | NA | 0.00% |
| Question 1.e | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 Work. Lit. | NA | NA | 0.00% | 0.00% | 0 |
| MSG Rate 2021-22 Work. Lit. | NA | NA | 0.00% |
| MSG Rate 2022-23 Work. Lit. | NA | NA | 0.00% |
| Question 1.f | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 Corrections | NA | NA | 0.00% | 0.00% | 0 |
| MSG Rate 2021-22 Corrections | NA | NA | 0.00% |
| MSG Rate 2022-23 Corrections | NA | NA | 0.00% |
| Question 1.g | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 IELCE | X | X | 48.39% | 50.97% | 1 |
| MSG Rate 2021-22 IELCE | 18 | 38 | 47.37% |
| MSG Rate 2022-23 IELCE | 24 | 42 | 57.14% |
| Question 1.h | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 IET (IELCE) | NA | NA | 0.00% | 0.00% | 0 |
| MSG Rate 2021-22 IET (IELCE) | NA | NA | 0.00% |
| MSG Rate 2022-23 IET (IELCE) | NA | NA | 0.00% |
| Question 1.i | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 IET (AEFLA) | NA | NA | 0.00% | 100.00% | 1 |
| MSG Rate 2021-22 IET (AEFLA) | NA | NA | 0.00% |
| MSG Rate 2022-23 IET (AEFLA) | X | X | 100.00% |
| Question 2 | Numerator | Denominator | Rate | 3-year average | Points |
| Q2 Employment Rate 2020-21 | 20 | 157 | 12.73% | 22.26% | 1 |
| Q2 Employment Rate 2021-22 | X | X | 23.81% |
| Q2 Employment Rate 2022-23 | X | X | 30.23% |
| Question 3 | Numerator | Denominator | Rate | 3-year average | Points |
| Q2 Median Earnings 2020-21 | NA | 20 | $4,911.00 | $6,186.17 | 1 |
| Q2 Median Earnings 2021-22 | NA | X | $5,752.50 |
| Q2 Median Earnings 2022-23 | NA | X | $7,895.00 |
| Question 4 | Numerator | Denominator | Rate | 3-year average | Points |
| Q4 Employment Rate 2020-21 | X | X | 5.56% | 9.95% | 0 |
| Q4 Employment Rate 2021-22 | 19 | 89 | 21.35% |
| Q4 Employment Rate 2022-23 | X | X | 2.94% |
| Question 5 | Numerator | Denominator | Rate | 3-year average | Points |
| Credential Attainment 2020-21 | X | X | 0.00% | 50.00% | 2 |
| Credential Attainment 2021-22 | X | X | 100.00% |
| Credential Attainment 2022-23 | NA | NA | 0.00% |

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| **Community Educational Outreach** | | | | | |
| Question 1.a | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 ABE | 93 | 156 | 59.62% | 43.37% | 1 |
| MSG Rate 2021-22 ABE | 55 | 142 | 38.73% |
| MSG Rate 2022-23 ABE | 47 | 148 | 31.76% |
| Question 1.b | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 ASE | NA | NA | 0.00% | 0.00% | 0 |
| MSG Rate 2021-22 ASE | NA | NA | 0.00% |
| MSG Rate 2022-23 ASE | NA | NA | 0.00% |
| Question 1.c | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 ELA | NA | NA | 0.00% | 0.00% | 0 |
| MSG Rate 2021-22 ELA | NA | NA | 0.00% |
| MSG Rate 2022-23 ELA | NA | NA | 0.00% |
| Question 1.d | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 Fam. Lit. | NA | NA | 0.00% | 0.00% | 0 |
| MSG Rate 2021-22 Fam. Lit. | NA | NA | 0.00% |
| MSG Rate 2022-23 Fam. Lit. | NA | NA | 0.00% |
| Question 1.e | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 Work. Lit. | NA | NA | 0.00% | 0.00% | 0 |
| MSG Rate 2021-22 Work. Lit. | NA | NA | 0.00% |
| MSG Rate 2022-23 Work. Lit. | NA | NA | 0.00% |
| Question 1.f | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 Corrections | 93 | 156 | 59.62% | 43.37% | 1 |
| MSG Rate 2021-22 Corrections | 55 | 142 | 38.73% |
| MSG Rate 2022-23 Corrections | 47 | 148 | 31.76% |
| Question 1.g | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 IELCE | NA | NA | 0.00% | 0.00% | 0 |
| MSG Rate 2021-22 IELCE | NA | NA | 0.00% |
| MSG Rate 2022-23 IELCE | NA | NA | 0.00% |
| Question 1.h | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 IET (IELCE) | NA | NA | 0.00% | 0.00% | 0 |
| MSG Rate 2021-22 IET (IELCE) | NA | NA | 0.00% |
| MSG Rate 2022-23 IET (IELCE) | NA | NA | 0.00% |
| Question 1.i | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 IET (AEFLA) | NA | NA | 0.00% | 0.00% | 0 |
| MSG Rate 2021-22 IET (AEFLA) | NA | NA | 0.00% |
| MSG Rate 2022-23 IET (AEFLA) | NA | NA | 0.00% |
| Question 2 | Numerator | Denominator | Rate | 3-year average | Points |
| Q2 Employment Rate 2020-21 | X | X | 8.70% | 8.70% | 0 |
| Q2 Employment Rate 2021-22 | NA | NA | 0.00% |
| Q2 Employment Rate 2022-23 | NA | NA | 0.00% |
| Question 3 | Numerator | Denominator | Rate | 3-year average | Points |
| Q2 Median Earnings 2020-21 | NA | X | $282.97 | $282.97 | 0 |
| Q2 Median Earnings 2021-22 | NA | NA | 0.00% |
| Q2 Median Earnings 2022-23 | NA | NA | 0.00% |
| Question 4 | Numerator | Denominator | Rate | 3-year average | Points |
| Q4 Employment Rate 2020-21 | X | X | 9.52% | 15.87% | 1 |
| Q4 Employment Rate 2021-22 | X | X | 22.22% |
| Q4 Employment Rate 2022-23 | NA | NA | 0.00% |
| Question 5 | Numerator | Denominator | Rate | 3-year average | Points |
| Credential Attainment 2020-21 | X | X | 0.00% | 50.00% | 2 |
| Credential Attainment 2021-22 | X | X | 100.00% |
| Credential Attainment 2022-23 | NA | NA | 0.00% |

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| **Durango Adult Education Center** | | | | | |
| Question 1.a | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 ABE | 20 | 58 | 34.48% | 40.18% | 1 |
| MSG Rate 2021-22 ABE | 27 | 59 | 45.76% |
| MSG Rate 2022-23 ABE | 27 | 67 | 40.30% |
| Question 1.b | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 ASE | X | X | 44.00% | 51.76% | 2 |
| MSG Rate 2021-22 ASE | X | X | 52.94% |
| MSG Rate 2022-23 ASE | X | X | 58.33% |
| Question 1.c | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 ELA | X | X | 37.14% | 40.96% | 1 |
| MSG Rate 2021-22 ELA | 21 | 48 | 43.75% |
| MSG Rate 2022-23 ELA | 34 | 81 | 41.98% |
| Question 1.d | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 Fam. Lit. | NA | NA | 0.00% | 0.00% | 0 |
| MSG Rate 2021-22 Fam. Lit. | NA | NA | 0.00% |
| MSG Rate 2022-23 Fam. Lit. | NA | NA | 0.00% |
| Question 1.e | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 Work. Lit. | NA | NA | 0.00% | 0.00% | 0 |
| MSG Rate 2021-22 Work. Lit. | NA | NA | 0.00% |
| MSG Rate 2022-23 Work. Lit. | NA | NA | 0.00% |
| Question 1.f | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 Corrections | NA | NA | 0.00% | 0.00% | 0 |
| MSG Rate 2021-22 Corrections | NA | NA | 0.00% |
| MSG Rate 2022-23 Corrections | NA | NA | 0.00% |
| Question 1.g | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 IELCE | X | X | 33.33% | 40.50% | 1 |
| MSG Rate 2021-22 IELCE | 25 | 54 | 46.30% |
| MSG Rate 2022-23 IELCE | 36 | 86 | 41.86% |
| Question 1.h | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 IET (IELCE) | X | X | 100.00% | 88.89% | 2 |
| MSG Rate 2021-22 IET (IELCE) | X | X | 100.00% |
| MSG Rate 2022-23 IET (IELCE) | X | X | 66.67% |
| Question 1.i | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 IET (AEFLA) | NA | NA | 0.00% | 0.00% | 0 |
| MSG Rate 2021-22 IET (AEFLA) | NA | NA | 0.00% |
| MSG Rate 2022-23 IET (AEFLA) | NA | NA | 0.00% |
| Question 2 | Numerator | Denominator | Rate | 3-year average | Points |
| Q2 Employment Rate 2020-21 | 40 | 134 | 29.85% | 33.64% | 2 |
| Q2 Employment Rate 2021-22 | 35 | 99 | 35.35% |
| Q2 Employment Rate 2022-23 | 35 | 98 | 35.71% |
| Question 3 | Numerator | Denominator | Rate | 3-year average | Points |
| Q2 Median Earnings 2020-21 | NA | 40 | $4,674.50 | $5,074.83 | 1 |
| Q2 Median Earnings 2021-22 | NA | 35 | $4,112.00 |
| Q2 Median Earnings 2022-23 | NA | 35 | $6,438.00 |
| Question 4 | Numerator | Denominator | Rate | 3-year average | Points |
| Q4 Employment Rate 2020-21 | 26 | 170 | 15.29% | 16.87% | 1 |
| Q4 Employment Rate 2021-22 | 37 | 108 | 34.26% |
| Q4 Employment Rate 2022-23 | X | X | 1.05% |
| Question 5 | Numerator | Denominator | Rate | 3-year average | Points |
| Credential Attainment 2020-21 | X | X | 28.57% | 30.96% | 1 |
| Credential Attainment 2021-22 | X | X | 37.04% |
| Credential Attainment 2022-23 | X | X | 27.27% |

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| **Jeffco Schools Adult ESL and Literacy** | | | | | |
| Question 1.a | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 ABE | NA | NA | NA | 42.86% | 1 |
| MSG Rate 2021-22 ABE | X | X | 35.71% |
| MSG Rate 2022-23 ABE | X | X | 50.00% |
| Question 1.b | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 ASE | NA | NA | NA | 6.50% | 0 |
| MSG Rate 2021-22 ASE | X | X | 0.00% |
| MSG Rate 2022-23 ASE | X | X | 13.00% |
| Question 1.c | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 ELA | 58 | 131 | 44.27% | 44.16% | 1 |
| MSG Rate 2021-22 ELA | 95 | 214 | 44.39% |
| MSG Rate 2022-23 ELA | 103 | 235 | 43.83% |
| Question 1.d | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 Fam. Lit. | NA | NA | NA | 0.00% | 0 |
| MSG Rate 2021-22 Fam. Lit. | NA | NA | NA |
| MSG Rate 2022-23 Fam. Lit. | NA | NA | NA |
| Question 1.e | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 Work. Lit. | NA | NA | NA | 0.00% | 0 |
| MSG Rate 2021-22 Work. Lit. | NA | NA | NA |
| MSG Rate 2022-23 Work. Lit. | NA | NA | NA |
| Question 1.f | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 Corrections | NA | NA | NA | 0.00% | 0 |
| MSG Rate 2021-22 Corrections | NA | NA | NA |
| MSG Rate 2022-23 Corrections | NA | NA | NA |
| Question 1.g | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 IELCE | NA | NA | NA | 0.00% | 0 |
| MSG Rate 2021-22 IELCE | NA | NA | NA |
| MSG Rate 2022-23 IELCE | NA | NA | NA |
| Question 1.h | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 IET (IELCE) | NA | NA | NA | 0.00% | 0 |
| MSG Rate 2021-22 IET (IELCE) | NA | NA | NA |
| MSG Rate 2022-23 IET (IELCE) | NA | NA | NA |
| Question 1.i | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 IET (AEFLA) | NA | NA | NA | 0.00% | 0 |
| MSG Rate 2021-22 IET (AEFLA) | NA | NA | NA |
| MSG Rate 2022-23 IET (AEFLA) | NA | NA | NA |
| Question 2 | Numerator | Denominator | Rate | 3-year average | Points |
| Q2 Employment Rate 2020-21 | 27 | 266 | 10.15% | 12.55% | 0 |
| Q2 Employment Rate 2021-22 | X | X | 14.12% |
| Q2 Employment Rate 2022-23 | 27 | 202 | 13.37% |
| Question 3 | Numerator | Denominator | Rate | 3-year average | Points |
| Q2 Median Earnings 2020-21 | NA | 27 | $6,163.84 | $8,174.11 | 2 |
| Q2 Median Earnings 2021-22 | NA | X | $9,893.50 |
| Q2 Median Earnings 2022-23 | NA | 27 | $8,465.00 |
| Question 4 | Numerator | Denominator | Rate | 3-year average | Points |
| Q4 Employment Rate 2020-21 | 22 | 267 | 8.24% | 7.19% | 0 |
| Q4 Employment Rate 2021-22 | 21 | 194 | 10.82% |
| Q4 Employment Rate 2022-23 | X | X | 2.50% |
| Question 5 | Numerator | Denominator | Rate | 3-year average | Points |
| Credential Attainment 2020-21 | X | X | 0.00% | 0.00% | 0 |
| Credential Attainment 2021-22 | NA | NA | 0.00% |
| Credential Attainment 2022-23 | NA | NA | 0.00% |

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| **Mesa County Libraries Adult Learning Center** | | | | | |
| Question 1.a | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 ABE | 34 | 67 | 50.75% | 42.67% | 1 |
| MSG Rate 2021-22 ABE | 29 | 66 | 43.94% |
| MSG Rate 2022-23 ABE | 18 | 54 | 33.33% |
| Question 1.b | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 ASE | X | X | 0.00% | 36.90% | 1 |
| MSG Rate 2021-22 ASE | X | X | 47.06% |
| MSG Rate 2022-23 ASE | X | X | 63.64% |
| Question 1.c | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 ELA | 41 | 85 | 48.24% | 49.89% | 1 |
| MSG Rate 2021-22 ELA | 37 | 64 | 57.81% |
| MSG Rate 2022-23 ELA | 41 | 94 | 43.62% |
| Question 1.d | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 Fam. Lit. | NA | NA | NA | 0.00% | 0 |
| MSG Rate 2021-22 Fam. Lit. | NA | NA | NA |
| MSG Rate 2022-23 Fam. Lit. | NA | NA | NA |
| Question 1.e | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 Work. Lit. | NA | NA | NA | 0.00% | 0 |
| MSG Rate 2021-22 Work. Lit. | NA | NA | NA |
| MSG Rate 2022-23 Work. Lit. | NA | NA | NA |
| Question 1.f | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 Corrections | NA | NA | NA | 0.00% | 0 |
| MSG Rate 2021-22 Corrections | NA | NA | NA |
| MSG Rate 2022-23 Corrections | NA | NA | NA |
| Question 1.g | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 IELCE | NA | NA | NA | 0.00% | 0 |
| MSG Rate 2021-22 IELCE | NA | NA | NA |
| MSG Rate 2022-23 IELCE | NA | NA | NA |
| Question 1.h | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 IET (IELCE) | NA | NA | NA | 0.00% | 0 |
| MSG Rate 2021-22 IET (IELCE) | NA | NA | NA |
| MSG Rate 2022-23 IET (IELCE) | NA | NA | NA |
| Question 1.i | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 IET (AEFLA) | NA | NA | NA | 0.00% | 0 |
| MSG Rate 2021-22 IET (AEFLA) | NA | NA | NA |
| MSG Rate 2022-23 IET (AEFLA) | NA | NA | NA |
| Question 2 | Numerator | Denominator | Rate | 3-year average | Points |
| Q2 Employment Rate 2020-21 | 21 | 112 | 18.75% | 24.04% | 1 |
| Q2 Employment Rate 2021-22 | 19 | 100 | 19.00% |
| Q2 Employment Rate 2022-23 | 33 | 96 | 34.38% |
| Question 3 | Numerator | Denominator | Rate | 3-year average | Points |
| Q2 Median Earnings 2020-21 | NA | 21 | $4,421.00 | $4,207.33 | 0 |
| Q2 Median Earnings 2021-22 | NA | 19 | $3,201.00 |
| Q2 Median Earnings 2022-23 | NA | 33 | $5,000.00 |
| Question 4 | Numerator | Denominator | Rate | 3-year average | Points |
| Q4 Employment Rate 2020-21 | X | X | 10.26% | 12.16% | 0 |
| Q4 Employment Rate 2021-22 | 20 | 97 | 20.62% |
| Q4 Employment Rate 2022-23 | X | X | 5.61% |
| Question 5 | Numerator | Denominator | Rate | 3-year average | Points |
| Credential Attainment 2020-21 | X | X | 0.00% | 10.59% | 0 |
| Credential Attainment 2021-22 | X | X | 20.00% |
| Credential Attainment 2022-23 | X | X | 11.76% |

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| **Metropolitan State University Family Literacy Program** | | | | | |
| Question 1.a | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 ABE | NA | NA | NA | 0.00% | 0 |
| MSG Rate 2021-22 ABE | NA | NA | NA |
| MSG Rate 2022-23 ABE | NA | NA | NA |
| Question 1.b | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 ASE | NA | NA | NA | 0.00% | 0 |
| MSG Rate 2021-22 ASE | NA | NA | NA |
| MSG Rate 2022-23 ASE | NA | NA | NA |
| Question 1.c | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 ELA | 46 | 96 | 47.92% | 40.47% | 1 |
| MSG Rate 2021-22 ELA | 69 | 179 | 38.55% |
| MSG Rate 2022-23 ELA | 58 | 166 | 34.94% |
| Question 1.d | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 Fam. Lit. | 45 | 97 | 46.39% | 39.66% | 1 |
| MSG Rate 2021-22 Fam. Lit. | 67 | 178 | 37.64% |
| MSG Rate 2022-23 Fam. Lit. | 58 | 166 | 34.94% |
| Question 1.e | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 Work. Lit. | NA | NA | NA | 0.00% | 0 |
| MSG Rate 2021-22 Work. Lit. | NA | NA | NA |
| MSG Rate 2022-23 Work. Lit. | NA | NA | NA |
| Question 1.f | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 Corrections | NA | NA | NA | 0.00% | 0 |
| MSG Rate 2021-22 Corrections | NA | NA | NA |
| MSG Rate 2022-23 Corrections | NA | NA | NA |
| Question 1.g | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 IELCE | NA | NA | NA | 0.00% | 0 |
| MSG Rate 2021-22 IELCE | NA | NA | NA |
| MSG Rate 2022-23 IELCE | NA | NA | NA |
| Question 1.h | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 IET (IELCE) | NA | NA | NA | 0.00% | 0 |
| MSG Rate 2021-22 IET (IELCE) | NA | NA | NA |
| MSG Rate 2022-23 IET (IELCE) | NA | NA | NA |
| Question 1.i | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 IET (AEFLA) | NA | NA | NA | 0.00% | 0 |
| MSG Rate 2021-22 IET (AEFLA) | NA | NA | NA |
| MSG Rate 2022-23 IET (AEFLA) | NA | NA | NA |
| Question 2 | Numerator | Denominator | Rate | 3-year average | Points |
| Q2 Employment Rate 2020-21 | NA | NA | NA | 11.96% | 0 |
| Q2 Employment Rate 2021-22 | X | X | 8.47% |
| Q2 Employment Rate 2022-23 | 23 | 149 | 15.44% |
| Question 3 | Numerator | Denominator | Rate | 3-year average | Points |
| Q2 Median Earnings 2020-21 | NA | NA | NA | $6,493.50 | 1 |
| Q2 Median Earnings 2021-22 | NA | X | $6,418.00 |
| Q2 Median Earnings 2022-23 | NA | 23 | $6,569.00 |
| Question 4 | Numerator | Denominator | Rate | 3-year average | Points |
| Q4 Employment Rate 2020-21 | NA | NA | NA | 0.60% | 0 |
| Q4 Employment Rate 2021-22 | X | X | 0.00% |
| Q4 Employment Rate 2022-23 | X | X | 1.19% |
| Question 5 | Numerator | Denominator | Rate | 3-year average | Points |
| Credential Attainment 2020-21 | NA | NA | NA | 0.00% | 0 |
| Credential Attainment 2021-22 | NA | NA | NA |
| Credential Attainment 2022-23 | NA | NA | NA |

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| **Montrose Adult Education Center** | | | | | |
| Question 1.a | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 ABE | X | X | 0.00% | 0.00% | 0 |
| MSG Rate 2021-22 ABE | NA | NA | NA |
| MSG Rate 2022-23 ABE | X | X | 0.00% |
| Question 1.b | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 ASE | NA | NA | NA | 0.00% | 0 |
| MSG Rate 2021-22 ASE | NA | NA | NA |
| MSG Rate 2022-23 ASE | NA | NA | NA |
| Question 1.c | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 ELA | 21 | 45 | 46.67% | 50.39% | 1 |
| MSG Rate 2021-22 ELA | 32 | 65 | 49.23% |
| MSG Rate 2022-23 ELA | 42 | 76 | 55.26% |
| Question 1.d | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 Fam. Lit. | NA | NA | NA | 0.00% | 0 |
| MSG Rate 2021-22 Fam. Lit. | NA | NA | NA |
| MSG Rate 2022-23 Fam. Lit. | NA | NA | NA |
| Question 1.e | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 Work. Lit. | NA | NA | NA | 0.00% | 0 |
| MSG Rate 2021-22 Work. Lit. | NA | NA | NA |
| MSG Rate 2022-23 Work. Lit. | NA | NA | NA |
| Question 1.f | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 Corrections | NA | NA | NA | 0.00% | 0 |
| MSG Rate 2021-22 Corrections | NA | NA | NA |
| MSG Rate 2022-23 Corrections | NA | NA | NA |
| Question 1.g | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 IELCE | NA | NA | NA | 0.00% | 0 |
| MSG Rate 2021-22 IELCE | NA | NA | NA |
| MSG Rate 2022-23 IELCE | NA | NA | NA |
| Question 1.h | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 IET (IELCE) | NA | NA | NA | 0.00% | 0 |
| MSG Rate 2021-22 IET (IELCE) | NA | NA | NA |
| MSG Rate 2022-23 IET (IELCE) | NA | NA | NA |
| Question 1.i | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 IET (AEFLA) | NA | NA | NA | 0.00% | 0 |
| MSG Rate 2021-22 IET (AEFLA) | NA | NA | NA |
| MSG Rate 2022-23 IET (AEFLA) | NA | NA | NA |
| Question 2 | Numerator | Denominator | Rate | 3-year average | Points |
| Q2 Employment Rate 2020-21 | 18 | 79 | 22.78% | 12.87% | 0 |
| Q2 Employment Rate 2021-22 | X | X | 7.32% |
| Q2 Employment Rate 2022-23 | X | X | 8.51% |
| Question 3 | Numerator | Denominator | Rate | 3-year average | Points |
| Q2 Median Earnings 2020-21 | NA | 18 | $6,453.50 | $7,835.67 | 2 |
| Q2 Median Earnings 2021-22 | NA | X | $5,731.00 |
| Q2 Median Earnings 2022-23 | NA | X | $11,322.50 |
| Question 4 | Numerator | Denominator | Rate | 3-year average | Points |
| Q4 Employment Rate 2020-21 | X | X | 11.54% | 12.03% | 0 |
| Q4 Employment Rate 2021-22 | X | X | 16.67% |
| Q4 Employment Rate 2022-23 | X | X | 7.89% |
| Question 5 | Numerator | Denominator | Rate | 3-year average | Points |
| Credential Attainment 2020-21 | X | X | 50.00% | 25.00% | 1 |
| Credential Attainment 2021-22 | X | X | 0.00% |
| Credential Attainment 2022-23 | NA | NA | NA |

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| **Northeastern Junior College** | | | | | |
| Question 1.a | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 ABE | 21 | 46 | 45.65% | 45.04% | 1 |
| MSG Rate 2021-22 ABE | X | X | 39.47% |
| MSG Rate 2022-23 ABE | 18 | 36 | 50.00% |
| Question 1.b | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 ASE | X | X | 33.33% | 33.33% | 0 |
| MSG Rate 2021-22 ASE | NA | NA | NA |
| MSG Rate 2022-23 ASE | X | X | 33.33% |
| Question 1.c | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 ELA | 20 | 61 | 32.79% | 43.62% | 1 |
| MSG Rate 2021-22 ELA | 44 | 78 | 56.41% |
| MSG Rate 2022-23 ELA | 25 | 60 | 41.67% |
| Question 1.d | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 Fam. Lit. | X | X | 33.33% | 66.67% | 2 |
| MSG Rate 2021-22 Fam. Lit. | X | X | 100.00% |
| MSG Rate 2022-23 Fam. Lit. | NA | NA | NA |
| Question 1.e | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 Work. Lit. | NA | NA | NA | 0.00% | 0 |
| MSG Rate 2021-22 Work. Lit. | NA | NA | NA |
| MSG Rate 2022-23 Work. Lit. | NA | NA | NA |
| Question 1.f | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 Corrections | NA | NA | NA | 0.00% | 0 |
| MSG Rate 2021-22 Corrections | NA | NA | NA |
| MSG Rate 2022-23 Corrections | NA | NA | NA |
| Question 1.g | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 IELCE | X | X | 21.74% | 39.05% | 1 |
| MSG Rate 2021-22 IELCE | 46 | 83 | 55.42% |
| MSG Rate 2022-23 IELCE | 26 | 65 | 40.00% |
| Question 1.h | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 IET (IELCE) | X | X | 100.00% | 100.00% | 2 |
| MSG Rate 2021-22 IET (IELCE) | X | X | 100.00% |
| MSG Rate 2022-23 IET (IELCE) | NA | NA | NA |
| Question 1.i | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 IET (AEFLA) | NA | NA | NA | 0.00% | 0 |
| MSG Rate 2021-22 IET (AEFLA) | NA | NA | NA |
| MSG Rate 2022-23 IET (AEFLA) | NA | NA | NA |
| Question 2 | Numerator | Denominator | Rate | 3-year average | Points |
| Q2 Employment Rate 2020-21 | X | X | 17.00% | 23.27% | 1 |
| Q2 Employment Rate 2021-22 | 26 | 97 | 26.80% |
| Q2 Employment Rate 2022-23 | 26 | 100 | 26.00% |
| Question 3 | Numerator | Denominator | Rate | 3-year average | Points |
| Q2 Median Earnings 2020-21 | NA | X | $5,392.00 | $6,664.33 | 1 |
| Q2 Median Earnings 2021-22 | NA | 26 | $6,761.00 |
| Q2 Median Earnings 2022-23 | NA | 26 | $7,840.00 |
| Question 4 | Numerator | Denominator | Rate | 3-year average | 0 |
| Q4 Employment Rate 2020-21 | X | X | 8.00% | 10.76% | 0 |
| Q4 Employment Rate 2021-22 | 20 | 95 | 21.05% |
| Q4 Employment Rate 2022-23 | X | X | 3.23% |
| Question 5 | Numerator | Denominator | Rate | 3-year average | Points |
| Credential Attainment 2020-21 | NA | NA | NA | 33.33% | 2 |
| Credential Attainment 2021-22 | NA | NA | NA |
| Credential Attainment 2022-23 | X | X | 33.33% |

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| **Pikes Peak Library District Adult Education** | | | | | |
| Question 1.a | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 ABE | X | X | 36.00% | 38.90% | 1 |
| MSG Rate 2021-22 ABE | 16 | 41 | 39.02% |
| MSG Rate 2022-23 ABE | 20 | 48 | 41.67% |
| Question 1.b | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 ASE | X | X | 55.56% | 57.33% | 2 |
| MSG Rate 2021-22 ASE | X | X | 64.71% |
| MSG Rate 2022-23 ASE | X | X | 51.72% |
| Question 1.c | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 ELA | 17 | 43 | 39.53% | 33.89% | 0 |
| MSG Rate 2021-22 ELA | 17 | 59 | 28.81% |
| MSG Rate 2022-23 ELA | 19 | 57 | 33.33% |
| Question 1.d | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 Fam. Lit. | NA | NA | NA | 0.00% | 0 |
| MSG Rate 2021-22 Fam. Lit. | NA | NA | NA |
| MSG Rate 2022-23 Fam. Lit. | NA | NA | NA |
| Question 1.e | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 Work. Lit. | NA | NA | NA | 0.00% | 0 |
| MSG Rate 2021-22 Work. Lit. | 0 | 3 | 0.00% |
| MSG Rate 2022-23 Work. Lit. | NA | NA | NA |
| Question 1.f | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 Corrections | NA | NA | NA | 0.00% | 0 |
| MSG Rate 2021-22 Corrections | NA | NA | NA |
| MSG Rate 2022-23 Corrections | NA | NA | NA |
| Question 1.g | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 IELCE | 17 | 42 | 40.48% | 34.15% | 0 |
| MSG Rate 2021-22 IELCE | 18 | 63 | 28.57% |
| MSG Rate 2022-23 IELCE | 20 | 59 | 33.40% |
| Question 1.h | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 IET (IELCE) | NA | NA | NA | 25.00% | 0 |
| MSG Rate 2021-22 IET (IELCE) | X | X | 0.00% |
| MSG Rate 2022-23 IET (IELCE) | X | X | 50.00% |
| Question 1.i | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 IET (AEFLA) | NA | NA | NA | 50.00% | 0 |
| MSG Rate 2021-22 IET (AEFLA) | NA | NA | NA |
| MSG Rate 2022-23 IET (AEFLA) | X | X | 50.00% |
| Question 2 | Numerator | Denominator | Rate | 3-year average | Points |
| Q2 Employment Rate 2020-21 | 76 | 227 | 33.48% | 33.47% | 2 |
| Q2 Employment Rate 2021-22 | 16 | 52 | 30.77% |
| Q2 Employment Rate 2022-23 | 34 | 94 | 36.17% |
| Question 3 | Numerator | Denominator | Rate | 3-year average | Points |
| Q2 Median Earnings 2020-21 | NA | 76 | $4,130.90 | $5,214.13 | 1 |
| Q2 Median Earnings 2021-22 | NA | 16 | $5,279.00 |
| Q2 Median Earnings 2022-23 | NA | 34 | $6,232.50 |
| Question 4 | Numerator | Denominator | Rate | 3-year average | Points |
| Q4 Employment Rate 2020-21 | 43 | 248 | 17.34% | 14.02% | 1 |
| Q4 Employment Rate 2021-22 | 38 | 166 | 22.89% |
| Q4 Employment Rate 2022-23 | X | X | 1.82% |
| Question 5 | Numerator | Denominator | Rate | 3-year average | Points |
| Credential Attainment 2020-21 | X | X | 13.04% | 35.30% | 2 |
| Credential Attainment 2021-22 | X | X | 50.00% |
| Credential Attainment 2022-23 | X | X | 42.86% |

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| **School District 11 Adult & Family Education** | | | | | |
| Question 1.a | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 ABE | 104 | 229 | 45.41% | 44.35% | 1 |
| MSG Rate 2021-22 ABE | 114 | 263 | 43.35% |
| MSG Rate 2022-23 ABE | 97 | 219 | 44.29% |
| Question 1.b | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 ASE | X | X | 27.78% | 23.51% | 0 |
| MSG Rate 2021-22 ASE | X | X | 16.67% |
| MSG Rate 2022-23 ASE | X | X | 26.09% |
| Question 1.c | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 ELA | 122 | 233 | 52.36% | 54.59% | 1 |
| MSG Rate 2021-22 ELA | 229 | 393 | 58.27% |
| MSG Rate 2022-23 ELA | 289 | 544 | 53.13% |
| Question 1.d | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 Fam. Lit. | 27 | 60 | 45.00% | 47.21% | 1 |
| MSG Rate 2021-22 Fam. Lit. | 44 | 78 | 56.41% |
| MSG Rate 2022-23 Fam. Lit. | 37 | 92 | 40.22% |
| Question 1.e | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 Work. Lit. | NA | NA | NA | 0.00% | 0 |
| MSG Rate 2021-22 Work. Lit. | NA | NA | NA |
| MSG Rate 2022-23 Work. Lit. | NA | NA | NA |
| Question 1.f | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 Corrections | NA | NA | NA | 0.00% | 0 |
| MSG Rate 2021-22 Corrections | NA | NA | NA |
| MSG Rate 2022-23 Corrections | NA | NA | NA |
| Question 1.g | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 IELCE | 41 | 78 | 52.56% | 54.13% | 2 |
| MSG Rate 2021-22 IELCE | 67 | 112 | 59.82% |
| MSG Rate 2022-23 IELCE | 68 | 136 | 50.00% |
| Question 1.h | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 IET (IELCE) | X | X | 100.00% | 87.50% | 1 |
| MSG Rate 2021-22 IET (IELCE) | X | X | 75.00% |
| MSG Rate 2022-23 IET (IELCE) | NA | NA | NA |
| Question 1.i | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 IET (AEFLA) | NA | NA | NA | 100.00% | 1 |
| MSG Rate 2021-22 IET (AEFLA) | NA | NA | NA |
| MSG Rate 2022-23 IET (AEFLA) | X | X | 100.00% |
| Question 2 | Numerator | Denominator | Rate | 3-year average | Points |
| Q2 Employment Rate 2020-21 | 142 | 666 | 21.32% | 24.44% | 1 |
| Q2 Employment Rate 2021-22 | 116 | 394 | 29.44% |
| Q2 Employment Rate 2022-23 | 121 | 536 | 22.57% |
| Question 3 | Numerator | Denominator | Rate | 3-year average | Points |
| Q2 Median Earnings 2020-21 | NA | 142 | $4,849.50 | $5,630.50 | 1 |
| Q2 Median Earnings 2021-22 | NA | 116 | $6,093.00 |
| Q2 Median Earnings 2022-23 | NA | 121 | $5,949.00 |
| Question 4 | Numerator | Denominator | Rate | 3-year average | Points |
| Q4 Employment Rate 2020-21 | 42 | 675 | 6.22% | 9.33% | 0 |
| Q4 Employment Rate 2021-22 | 115 | 587 | 19.59% |
| Q4 Employment Rate 2022-23 | X | X | 2.18% |
| Question 5 | Numerator | Denominator | Rate | 3-year average | Points |
| Credential Attainment 2020-21 | X | X | 11.76% | 23.92% | 1 |
| Credential Attainment 2021-22 | X | X | 40.00% |
| Credential Attainment 2022-23 | X | X | 20.00% |

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| **SEL Tutoring** | | | | | |
| Question 1.a | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 ABE | 19 | 60 | 31.67% | 38.10% | 1 |
| MSG Rate 2021-22 ABE | 19 | 49 | 38.78% |
| MSG Rate 2022-23 ABE | 25 | 57 | 43.86% |
| Question 1.b | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 ASE | X | X | 24.00% | 52.77% | 2 |
| MSG Rate 2021-22 ASE | 23 | 29 | 79.31% |
| MSG Rate 2022-23 ASE | X | X | 55.00% |
| Question 1.c | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 ELA | NA | NA | NA | 0.00% | 0 |
| MSG Rate 2021-22 ELA | NA | NA | NA |
| MSG Rate 2022-23 ELA | NA | NA | NA |
| Question 1.d | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 Fam. Lit. | NA | NA | NA | 0.00% | 0 |
| MSG Rate 2021-22 Fam. Lit. | NA | NA | NA |
| MSG Rate 2022-23 Fam. Lit. | NA | NA | NA |
| Question 1.e | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 Work. Lit. | NA | NA | NA | 0.00% | 0 |
| MSG Rate 2021-22 Work. Lit. | NA | NA | NA |
| MSG Rate 2022-23 Work. Lit. | NA | NA | NA |
| Question 1.f | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 Corrections | NA | NA | NA | 0.00% | 0 |
| MSG Rate 2021-22 Corrections | NA | NA | NA |
| MSG Rate 2022-23 Corrections | NA | NA | NA |
| Question 1.g | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 IELCE | NA | NA | NA | 0.00% | 0 |
| MSG Rate 2021-22 IELCE | NA | NA | NA |
| MSG Rate 2022-23 IELCE | NA | NA | NA |
| Question 1.h | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 IET (IELCE) | NA | NA | NA | 0.00% | 0 |
| MSG Rate 2021-22 IET (IELCE) | NA | NA | NA |
| MSG Rate 2022-23 IET (IELCE) | NA | NA | NA |
| Question 1.i | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 IET (AEFLA) | NA | NA | NA | 0.00% | 0 |
| MSG Rate 2021-22 IET (AEFLA) | NA | NA | NA |
| MSG Rate 2022-23 IET (AEFLA) | NA | NA | NA |
| Question 2 | Numerator | Denominator | Rate | 3-year average | Points |
| Q2 Employment Rate 2020-21 | 24 | 67 | 35.82% | 41.81% | 2 |
| Q2 Employment Rate 2021-22 | 31 | 70 | 44.29% |
| Q2 Employment Rate 2022-23 | 29 | 64 | 45.31% |
| Question 3 | Numerator | Denominator | Rate | 3-year average | Points |
| Q2 Median Earnings 2020-21 | NA | 24 | $2,671.64 | $4,144.55 | 0 |
| Q2 Median Earnings 2021-22 | NA | 31 | $3,160.00 |
| Q2 Median Earnings 2022-23 | NA | 29 | $6,602.00 |
| Question 4 | Numerator | Denominator | Rate | 3-year average | Points |
| Q4 Employment Rate 2020-21 | X | X | 14.44% | 18.50% | 1 |
| Q4 Employment Rate 2021-22 | 23 | 56 | 41.07% |
| Q4 Employment Rate 2022-23 | X | X | 0.00% |
| Question 5 | Numerator | Denominator | Rate | 3-year average | Points |
| Credential Attainment 2020-21 | X | X | 36.84% | 30.80% | 1 |
| Credential Attainment 2021-22 | X | X | 22.22% |
| Credential Attainment 2022-23 | X | X | 33.33% |

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| **The Learning Source** | | | | | |
| Question 1.a | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 ABE | 128 | 269 | 47.58% | 44.46% | 1 |
| MSG Rate 2021-22 ABE | 133 | 322 | 41.30% |
| MSG Rate 2022-23 ABE | 142 | 319 | 44.51% |
| Question 1.b | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 ASE | X | X | 44.44% | 37.84% | 1 |
| MSG Rate 2021-22 ASE | X | X | 31.58% |
| MSG Rate 2022-23 ASE | X | X | 37.50% |
| Question 1.c | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 ELA | 198 | 399 | 49.62% | 45.51% | 1 |
| MSG Rate 2021-22 ELA | 298 | 650 | 45.85% |
| MSG Rate 2022-23 ELA | 352 | 857 | 41.07% |
| Question 1.d | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 Fam. Lit. | 67 | 144 | 46.53% | 47.08% | 1 |
| MSG Rate 2021-22 Fam. Lit. | 121 | 220 | 55.00% |
| MSG Rate 2022-23 Fam. Lit. | 81 | 204 | 39.71% |
| Question 1.e | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 Work. Lit. | NA | NA | NA | 0.00% | 0 |
| MSG Rate 2021-22 Work. Lit. | NA | NA | NA |
| MSG Rate 2022-23 Work. Lit. | NA | NA | NA |
| Question 1.f | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 Corrections | NA | NA | NA | 0.00% | 0 |
| MSG Rate 2021-22 Corrections | NA | NA | NA |
| MSG Rate 2022-23 Corrections | NA | NA | NA |
| Question 1.g | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 IELCE | 44 | 80 | 55.00% | 44.97% | 1 |
| MSG Rate 2021-22 IELCE | 89 | 205 | 43.41% |
| MSG Rate 2022-23 IELCE | 111 | 304 | 36.51% |
| Question 1.h | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 IET (IELCE) | NA | NA | NA | 0.00% | 0 |
| MSG Rate 2021-22 IET (IELCE) | NA | NA | NA |
| MSG Rate 2022-23 IET (IELCE) | NA | NA | NA |
| Question 1.i | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 IET (AEFLA) | NA | NA | NA | 0.00% | 0 |
| MSG Rate 2021-22 IET (AEFLA) | NA | NA | NA |
| MSG Rate 2022-23 IET (AEFLA) | NA | NA | NA |
| Question 2 | Numerator | Denominator | Rate | 3-year average | Points |
| Q2 Employment Rate 2020-21 | 77 | 791 | 9.73% | 14.75% | 0 |
| Q2 Employment Rate 2021-22 | 91 | 552 | 16.49% |
| Q2 Employment Rate 2022-23 | 154 | 854 | 18.03% |
| Question 3 | Numerator | Denominator | Rate | 3-year average | Points |
| Q2 Median Earnings 2020-21 | NA | 77 | $6,287.00 | $6,787.17 | 1 |
| Q2 Median Earnings 2021-22 | NA | 91 | $6,398.00 |
| Q2 Median Earnings 2022-23 | NA | 154 | $7,676.50 |
| Question 4 | Numerator | Denominator | Rate | 3-year average | Points |
| Q4 Employment Rate 2020-21 | 54 | 869 | 6.21% | 6.00% | 0 |
| Q4 Employment Rate 2021-22 | 75 | 690 | 10.87% |
| Q4 Employment Rate 2022-23 | X | X | 0.93% |
| Question 5 | Numerator | Denominator | Rate | 3-year average | Points |
| Credential Attainment 2020-21 | X | X | 4.55% | 2.50% | 0 |
| Credential Attainment 2021-22 | X | X | 0.00% |
| Credential Attainment 2022-23 | X | X | 2.94% |

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| **Trinidad State College Adult Education Services** | | | | | |
| Question 1.a | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 ABE | 47 | 90 | 52.22% | 50.85% | 2 |
| MSG Rate 2021-22 ABE | 37 | 82 | 45.12% |
| MSG Rate 2022-23 ABE | 37 | 67 | 55.22% |
| Question 1.b | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 ASE | X | X | 62.50% | 82.74% | 2 |
| MSG Rate 2021-22 ASE | X | X | 85.71% |
| MSG Rate 2022-23 ASE | X | X | 100.00% |
| Question 1.c | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 ELA | X | X | 33.33% | 55.66% | 2 |
| MSG Rate 2021-22 ELA | X | X | 63.64% |
| MSG Rate 2022-23 ELA | X | X | 70.00% |
| Question 1.d | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 Fam. Lit. | X | X | 25.00% | 50.00% | 1 |
| MSG Rate 2021-22 Fam. Lit. | X | X | 25.00% |
| MSG Rate 2022-23 Fam. Lit. | X | X | 100.00% |
| Question 1.e | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 Work. Lit. | NA | NA | 0.00% | 0.00% | 0 |
| MSG Rate 2021-22 Work. Lit. | NA | NA | 0.00% |
| MSG Rate 2022-23 Work. Lit. | NA | NA | 0.00% |
| Question 1.f | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 Corrections | NA | NA | 0.00% | 0.00% | 0 |
| MSG Rate 2021-22 Corrections | NA | NA | 0.00% |
| MSG Rate 2022-23 Corrections | NA | NA | 0.00% |
| Question 1.g | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 IELCE | NA | NA | 0.00% | 0.00% | 0 |
| MSG Rate 2021-22 IELCE | NA | NA | 0.00% |
| MSG Rate 2022-23 IELCE | NA | NA | 0.00% |
| Question 1.h | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 IET (IELCE) | NA | NA | 0.00% | 0.00% | 0 |
| MSG Rate 2021-22 IET (IELCE) | NA | NA | 0.00% |
| MSG Rate 2022-23 IET (IELCE) | NA | NA | 0.00% |
| Question 1.i | Numerator | Denominator | Rate | 3-year average | Points |
| MSG Rate 2020-21 IET (AEFLA) | NA | NA | 0.00% | 0.00% | 0 |
| MSG Rate 2021-22 IET (AEFLA) | NA | NA | 0.00% |
| MSG Rate 2022-23 IET (AEFLA) | NA | NA | 0.00% |
| Question 2 | Numerator | Denominator | Rate | 3-year average | Points |
| Q2 Employment Rate 2020-21 | 51 | 120 | 42.50% | 47.84% | 2 |
| Q2 Employment Rate 2021-22 | 38 | 81 | 46.91% |
| Q2 Employment Rate 2022-23 | 46 | 85 | 54.12% |
| Question 3 | Numerator | Denominator | Rate | 3-year average | Points |
| Q2 Median Earnings 2020-21 | NA | 51 | $3,353.23 | $4,292.24 | 0 |
| Q2 Median Earnings 2021-22 | NA | 38 | $4,712.50 |
| Q2 Median Earnings 2022-23 | NA | 46 | $4,811.00 |
| Question 4 | Numerator | Denominator | Rate | 3-year average | Points |
| Q4 Employment Rate 2020-21 | 23 | 102 | 22.55% | 19.98% | 1 |
| Q4 Employment Rate 2021-22 | 44 | 123 | 35.77% |
| Q4 Employment Rate 2022-23 | X | X | 1.61% |
| Question 5 | Numerator | Denominator | Rate | 3-year average | Points |
| Credential Attainment 2020-21 | X | X | 100.00% | 50.00% | 2 |
| Credential Attainment 2021-22 | X | X | 50.00% |
| Credential Attainment 2022-23 | X | X | 0.00% |