



**COLORADO**

**Department of Education**

# Adult Education and Family Literacy Act (AEFLA)

**Workforce Innovation and Opportunity Act (WIOA) Title II  
2017-2018 Fiscal Year**

Tuesday, January 10, 2017



# CDE's Competitive Grant Process



# Who writes and submits grants to CDE?

Health and Wellness Coordinator

Director of Federal, State, & Special Grants

Principal

Whole Child Initiatives Coordinator

Grants Administrator

Director of Communications

Teacherpreneur

Occupational Therapist

Preschool Director/District Grant Writer

Data Management Specialist

Superintendent

Grants Manager

School Counselor

Financial Services Director

School Psychologist

Instructional coach/grant coordinator

Executive Director

Grant Writer

Financial Services Director

Secondary ELA Instructional Coordinator

Grants Fiscal Coordinator

Research, Data & Accountability Officer

Office Administrator

Special Education Director

K-12 Admin. Assistant, Registrar, Food Service Director

BOCES PD Coordinator

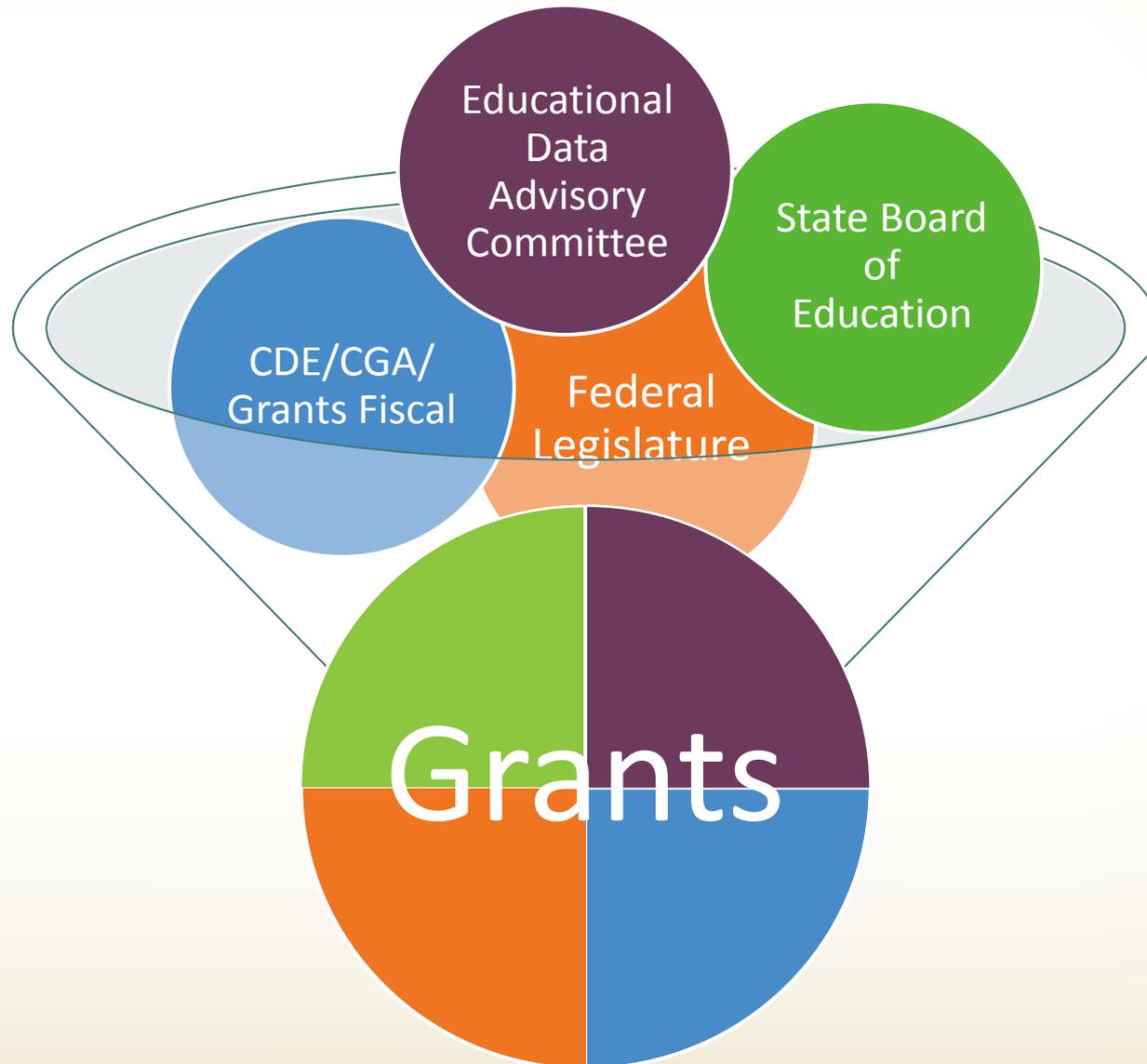
Parent

Drama Coach, Grant Writer

Instructional Coordinator



# CDE Competitive Grants



# CGA Application Process

## Plan & Develop

- CGA and program managers meet to develop the rules, funding eligibility, application requirements, scoring rubric, and timeline.

## Release & Publicize

- After approval of the application, CDE releases applications in the *Scoop* and the program posts application to website and networks.

## Technical Assistance

- CDE provides technical assistance to potential eligible applicants, including hosting a webinar, posting Q&As, and answering questions.

## Submit Applications

- Applicants submit their proposals and budgets electronically by the deadline in order to be considered for funding.

# CGA Peer Review Process

## CDE Review

- CGA and program managers review applications for eligibility and inclusion of all required elements (signatures, electronic budget, etc.).

## Individual Reviews

- At least three peer reviewers from relevant fields individually review and score applications for quality and adherence to the rubric.

## Team Review Day

- Individual reviewers come together to discuss and reconcile scoring before making application funding recommendations to CDE.

## CDE Review

- CGA and program managers review scoring and feedback. Grants Fiscal reviews budgets. CDE finalizes feedback and sends funding notifications. Applicant must send back all changes by specific date.

# Competitive Grants Timeline

4-8 months





# Adult Education and Literacy Grant Overview



# Introduction and Purpose

- The Colorado Department of Education (CDE) Office of Adult Education Initiatives (AEI) is soliciting applications from eligible providers to develop, implement, and improve adult education and literacy activities within Colorado by establishing or operating programs that provide a comprehensive service model for education and literacy services and instruction, including programs that provide such activities concurrently.
- Funds must be used to provide services for eligible individuals:
  - Who are 16 years of age;
  - Not currently enrolled/required in secondary school; and
  - Who:
    - Are basic skills deficient;
    - Do not have a secondary diploma or equivalent;
    - Are English language learners.

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

# Purpose of Adult Education and Literacy Program

- **Expand and improve the current system of delivering adult education and literacy services through evidence-based practices and continuous improvement in order to:**
  - Build career pathways providing adults with basic and secondary education to enable them to earn a high school equivalency diploma, transition into postsecondary education or training, and/or gain or advance in employment in order to achieve self-sufficiency.
  - Provide parents and guardians with sufficient skills to become full partners in the educational development of their children.
- **Eligible providers that receive grant under AEFLA will be designated as one-stop partners and are required to:**
  - Provide access through the one-stop system
  - Use a portion of the funds to maintain the one-stop delivery system
  - Enter into a local memorandum of understanding (MOU) with the local workforce development board
  - Participate in the operation of the one-stop system, adhering to all requirements of the MOU, WIOA Title II, and the requirements of the Federal laws.

# Purpose of Adult Education and Literacy Program (cont.)

- **Create local partnerships to provide adult education and literacy activities**
  - Assist adults with skills that are necessary for employment and self-sufficiency
  - Assist adults to become informed on opportunities for their family
  - Assist adults in attaining a secondary diploma or an equivalent
  - Assist immigrants and others in:
    - Improving skills
    - Acquiring an understand of the American system of Government, individual freedom, and citizenship
- **Provide programs for criminal offenders**
  - Adult education, special education, secondary school credit, integrated education and training, career pathways, concurrent enrollment, peer tutoring, transition to re-entry.



# Purpose of Integrated English Literacy and Civics Education

- Prepare adults who are English language learners for, and place them in, unsubsidized employment that lead to self-sufficiency
- Integrate with the local workforce system to carry out the activities of the program

# Review Process and Timeline

- Applications will be reviewed by CDE staff and peer reviewers
- Applications will also be reviewed by the appropriate Local Workforce Development Board (see Attachment F of the RFP)
- **NOTE:** this is a competitive process - applicants must score as follows:

Funding	Total Points	Points Needed for Approval
Adult Education and Literacy Services (WIOA Sec. 222(a)(1)) Only	216	151
Integrated English Literacy and Civics Education Program (WIOA Sec. 243) or both Adult Education and Literacy (WIOA Sec. 222(a)(1)) and Integrated English Literacy and Civics Education Program (WIOA Sec. 243)	258	181

# Review Process and Timeline (Cont.)

- Applications will be reviewed by CDE staff and peer reviewers to ensure they contain all required components. Additionally, all completed applications will undergo a review by the appropriate Local Workforce Development Board, based on Local Workforce Development Areas noted in the application, for consistency with the local plan.
- Each application will be evaluated solely on the criteria identified in this document. Receipt of a grant award in a previous competition is not, and should not be regarded as, a guarantee of funding in the current competition.
- Applicants will be notified of final award status no later than Monday, May 1, 2017.

# Grant Application Required Elements



# Required Elements

- **The format outlined below must be followed in order to assure consistent application of the evaluation criteria. See evaluation rubric for specific selection criteria needed in Part II (pages 16-23).**

## Part I: Application Introduction (not scored)

- Part IA: Cover Page – Applicant Information
- Part IB: Program Assurances Form
- Table of Contents

## Part II: Narrative (scored)

- Executive Summary
- Section A: Collaboration Within Colorado Talent Development System
- Section B: Educational Capacity
- Section C: Educational Quality
- Section D: Population Served and Service Strategy
- Section E: Adequacy of Resources/Budget
- Section F: Local Workforce Development Board Review
- Section G: Integrated English Literacy and Civics Education Program (WIOA Sec. 243(a)) if applicable

## Required Attachments

- Electronic Budget Workbook (*all applicants*)
- Job Descriptions (*as referenced in Section B*)
- For non-profit applicants only: Proof of non-profit status and evidence of financial stability must be attached.



# Best Strategies for the Grant Application



# Planning your Proposal



- Read and re-read the *entire* application and scoring rubric
- Identify how your needs/goals align with the grant program
- Make a checklist of tasks and a timeline for you to complete the application
- Decide who will contribute and what information you need to complete all of the application
- Double-check how your application will align with grant program

# Writing your Proposal

## *What is your need? What do you have? What do you need to get?*

- Keep your writing simple, your sections clear and complete, while still including all necessary information and maintaining a consistent “voice”
- Use a journalistic style to spell out the “Who, What, Where, When, How” for each section
- Make your proposal easy to read by using bullets, lists, tables, headers, etc. for each rubric section and element
- Avoid “eduspeak” and many acronyms; assume reviewers do not know your schools(s) and/or district(s)
- Avoid using “boilerplate” information unless it is aligned with requirements
- Answer and design your writing around each indicator of each section
- Answer all questions within the section where it is asked, so reviewers and program do not have to search for content

# Scoring Rubric Example

Section C: Literature Review	Not Addressed or Met No Criteria (information not provided)	Met One or More Criteria (requires additional clarification)	Met All Criteria (concise and thoroughly developed)
1) Provide a description of how project activities are supported by research and how they are expected to strengthen the quality of instruction and improve academic achievement of all students. Provide scientifically-based research for all components of the proposal as appropriate.			5
2) Provide a description of how the proposal builds on prior work of any members of the proposed partnership. Indicate lessons learned and how these lessons are incorporated into this program.		3	5
Reviewer Comments:			
			POINTS /10

There are several categories where reviewers will assign points.

Answer all questions clearly and completely.

Points given to each question will be clearly marked.

Comments will be given for any strengths, weaknesses, and/or required changes.

Points will be totaled for each section, then totaled for your overall application.



# Executive Summary

Executive Summary	Not Addressed or Met No Criteria <i>(information not provided)</i>	Met One or More Criteria <i>(requires additional clarification)</i>	Met All Criteria <i>(concise and thoroughly developed, high quality response)</i>
<p>Provide a brief description of the proposed project that:</p> <ul style="list-style-type: none"> <li>• Specifically mentions Adult Education and Literacy, English Language Acquisition, and Workforce Preparation Activities as relates to the purpose of AEFLA;</li> <li>• Includes Correctional Education if proposing to provide those services;</li> <li>• Includes the applicant’s mission statement; and</li> <li>• If application includes provision of family literacy activities, describes the research-based practices used for integration of family literacy activities with English language acquisition activities.</li> </ul>	0	3	5
<p>Describe alignment and support from applicant’s larger organization(s) leadership team, if applicable, and/or board of directors:</p> <ul style="list-style-type: none"> <li>• Explain how its work fits into the larger organization’s mission and vision;</li> <li>• Explain the applicant’s history of serving eligible individuals as defined under AEFLA; and</li> <li>• Address whether or not cooperative agreements are part of this proposal, and, if so, include a description of any cooperative agreements the applicant’s program has with other agencies, institutions, or organization for the delivery of adult education and literacy activities.</li> </ul>	0	3	5
<b>Reviewer Comments:</b>			
			<b>Total</b> /10





# Strategies for writing Executive Summary

## Application should demonstrate:

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

## Writing Tips:

- Write *after* you write the entire proposal
- Make the summary specific and concise and include information for all bullet points in the rubric
- You can reference key information from subsequent sections as a preview to the rest of your application

# Section A: Collaboration Within Colorado Talent Development System

Section A: Collaboration Within Colorado Talent Development System	Not Addressed or Met No Criteria <i>(information not provided)</i>	Met One or More Criteria <i>(requires additional clarification)</i>	Met All Criteria <i>(concise and thoroughly developed, high quality response)</i>
1) Describe a comprehensive service model that uses research-based methods, including contextualized workforce preparation and workforce training instruction.	0	5	10
2) Address the design of your programs, interventions, and/or plans to support students with barriers to employment, learning needs, and persistent challenges.	0	5	10

# Section A: Collaboration Within Colorado Talent Development System

Section A: Collaboration Within Colorado Talent Development System	Not Addressed or Met No Criteria <i>(information not provided)</i>	Met One or More Criteria <i>(requires additional clarification)</i>	Met All Criteria <i>(concise and thoroughly developed, high quality response)</i>
<p>3) Include a list of partners for this proposal. Describe the collaboration with partners and the plan to provide practices that promote adult learner persistence toward successful completion of workforce preparedness outcomes. Describe plans to leverage resources through partnerships with postsecondary education and training providers. Address how the program will fulfill the required one-stop provider responsibilities with each local area selected for service.</p>	0	5	10
<p>4) Describe plans for co-enrollment with WIOA one-stop partners and other services, such as referral services, and how those will be utilized in overall program design. Address how the program will provide access through the one-stop delivery system to adult education and literacy activities.</p>	0	5	10
<b>Reviewer Comments:</b>			

# Section A: Collaboration Within Colorado Talent Development System

Section A: Collaboration Within Colorado Talent Development System	
Priority points: up to 4 additional points may be awarded for meeting the following criteria when assessing this section as a whole:	Please award between 0-2 points for each box below for this section
<ul style="list-style-type: none"> <li>• There is a strong connection between the main ideas throughout this section and the stated focus of the section.</li> <li>• Main ideas throughout this section are supported, explained, and justified with strong evidence in the form of accurately cited research or well-developed logical argument.</li> </ul>	/2
<ul style="list-style-type: none"> <li>• It is clear that the applicant is leveraging existing, quality resources and services in the area(s).</li> <li>• It is a clear priority to reduce unneeded duplication of services and leverage dollars for the best use possible.</li> <li>• It is clear that the program views itself as part of one larger system of organizations and services that will help individuals reach career and educational goals. This is proven through referral processes and the depth of partnerships that make the system easier to navigate for individuals receiving services from multiple organizations.</li> </ul>	/2
<b>Total</b>	<b>/44</b>



# Strategies for writing Section A

## Application should demonstrate:

- Design of research-based program that will allow instruction to support career pathways that lead to family-sustaining wages; and
- Alignment with Local Workforce Development Area plan within the Colorado Talent Development System in the proposal, including but not limited to connection with local school district(s), postsecondary education and training, vocational rehabilitation, workforce centers, and human services programs.

## Writing Tips:

- Ensure you have formal partnerships in place before writing this section and work with your partners in writing the grant.
- Use evidence and data as appropriate throughout this section.

# Section B: Educational Capacity

Section B: Educational Capacity							
1) Attach job descriptions for instructional staff position(s), including: <ul style="list-style-type: none"> <li>• Job duties, qualifications required, and number of hours employed per week;</li> <li>• A description of number of teaching hours, number of planning hours and number of professional learning hours allotted for local collaboration with other instructional staff each week or each session/term or semester; and</li> <li>• A description of how the staffing structure will enable to applicant to ensure that student attendance data is reported at the daily level on at least a weekly basis.</li> </ul>	<i>Did not Attach/Additional Information Needed</i>		<i>Attached and Fully Described</i>				
	0		5				
				<i>Not Addressed or Met No Criteria (information not provided)</i>	<i>Met One or More Criteria (requires additional clarification)</i>	<i>Met All Criteria (concise and thoroughly developed, high quality response)</i>	
2) Describe how the program will ensure that all instructors obtain the Colorado adult educator credential, Adult Basic Education Authorization, through coursework or portfolio within three years of hire to be in compliance with state policy.  (Portfolio options include Evaluation of Equivalent Coursework or Evaluation of Experience. Please note: AEFLA funds may not be used to pay for courses, but may be used to observe teachers.)	0		3		5		

# Section B: Educational Capacity

Section B: Educational Capacity			
	Not Addressed or Met No Criteria <i>(information not provided)</i>	Met One or More Criteria <i>(requires additional clarification)</i>	Met All Criteria <i>(concise and thoroughly developed, high quality response)</i>
3) Describe how program-wide professional development needs will be identified and planned. Professional development plans should include details on how professional development activities will be collaboratively integrated into local, program-wide practices, evaluated for improvement, and sustained.	0	3	5
4) Describe the program's plan for supporting instructors in local implementation of research and evidence-based practices related to college and career readiness objectives that include collaboration with other instructors, and evaluation for improvement, and sustainability.	0	3	5
5) Describe the program's plan for training and continual support to instructors in incorporating technology into the delivery of instruction; Include instructor training to meet distance learning students' needs, if applicable.	0	3	5

# Section B: Educational Capacity

Section B: Educational Capacity	Not Addressed or Met No Criteria <i>(information not provided)</i>	Met One or More Criteria <i>(requires additional clarification)</i>	Met All Criteria <i>(concise and thoroughly developed, high quality response)</i>
<p>6) Describe how instructional programs will:</p> <ul style="list-style-type: none"> <li>• Be designed with appropriate intensity (classes at least 6 hours per week) to meet the adult education and literacy needs of eligible individuals; and</li> <li>• Ensure sufficient exposure to learning in the context of workforce preparation and workforce training (when applicable) so that participants achieve substantial learning gains supporting their transition to postsecondary education and training or employment.</li> </ul>	0	3	5
<p>7) Provide the program’s adult education and literacy projected orientation and enrollment schedule (covering/including the time frame July 1, 2017 through June 30, 2018):</p> <ul style="list-style-type: none"> <li>• Demonstrate that the instructional schedule allows for a minimum of six hours per week for instruction per class;</li> <li>• Describe how managed enrollment will be utilized to support instructional schedules that both establish a cohort model for learners and minimize consistent interruptions caused by open enrollment.</li> <li>• Include the research base for justification of schedule and delivery methods.</li> </ul>	0	3	5

# Section B: Educational Capacity

Section B: Educational Capacity	Not Addressed or Met No Criteria <i>(information not provided)</i>	Met One or More Criteria <i>(requires additional clarification)</i>	Met All Criteria <i>(concise and thoroughly developed, high quality response)</i>
8) Explain how the instructional schedule is aligned with the program’s standardized assessment post-testing procedures to allow sufficient intensity (at least 6 hours per week) and duration (length of time of each class session) for individual learners to demonstrate adequate progress on the standardized assessment(s) used by the program at the end of a term, quarter, or other substantial block of instruction.	0	3	5
<b>Priority points: up to 2 additional points may be awarded for meeting the following criteria when assessing this section as a whole:</b>			
<ul style="list-style-type: none"> <li>• <b>There is a strong connection between the main ideas throughout this section and the stated focus of the section.</b></li> <li>• <b>Main ideas throughout this section are supported, explained, and justified with strong evidence in the form of accurately cited research or well-developed logical argument.</b></li> </ul>	Please award between 0-2 points for this <u>section</u>  /2		
<b>Total</b>			<b>/42</b>

# Strategies for writing Section B

## Application should demonstrate:

- Appropriate intensity of instruction to meet student outcomes for adult education and literacy and workforce preparation and workforce training;
- Plan to ensure instructional support by highly qualified staff including integration of research-based professional development into sustained program practices; and
- Incorporation of technology and/or distance learning to increase amount and quality of learning in alignment with WIOA objectives.

## Writing Tips:

- Do not try to make the grant program fit what you what to do. The proposed project should align with the intent and purpose of the grant.
- Connect your partnerships, resources, sustainability with the project description.
- Ensure your capacity aligns with the grant timeline and funding.
- Use action phrases with clear, measurable goals and objectives.

# Section C: Educational Quality

Section C: Educational Quality	Not Addressed or Met No Criteria (information not provided)	Met One or More Criteria (requires additional clarification)	Met All Criteria (concise and thoroughly developed, high quality response)
1) Describe the research and evidence base that will be used to design high-quality programming, including the essential components of reading instruction, provided to assist adults in achieving the required and allowable activities under this grant.	0	4	8
2) Describe how the College and Career Readiness Standards for Adult Education and the Key Instructional Shifts that implementing those standards demand will be used to enhance the quality of instruction offered and provide alignment to workforce development needs.	0	4	8
3) Provide evidence of prior success assisting eligible individuals, particularly those with low levels of literacy, with improving skills in reading, writing, mathematics, and English language acquisition (this evidence may include, but is not limited to, standardized assessment showing learner growth); Provide evidence of prior success regarding outcomes related to employment, attainment of secondary school diploma or the equivalent, and transition to postsecondary education and training.	0	4	8

# Section C: Educational Quality

Section C: Educational Quality	Not Addressed or Met No Criteria (information not provided)	Met One or More Criteria (requires additional clarification)	Met All Criteria (concise and thoroughly developed, high quality response)
4) Describe processes that will be used to ensure the timely and accurate collection, management and reporting of program data, in particular those measures described in WIOA Sec 116. Include: <ul style="list-style-type: none"> <li>• A description of how program data will be monitored and used for continuous quality improvements; and</li> <li>• A description of the process to be used for meeting the State-adjusted levels of performance for the primary indicators of performance under WIOA.</li> </ul>	0	4	8
5) Describe the technology that will be used to enhance program delivery and increase instructional quality. <ul style="list-style-type: none"> <li>• Include a description of how technology used will lead to improved performance.</li> <li>• If offering distance education (including hybrid or blended learning), provide a description of how it will be used to overcome barriers of time and transportation that increase student access to high-quality and diverse instructional opportunities.</li> </ul> (NOTE: Access to distance learning may be through program offerings or alignment to services offered by a partner agency.)	0	4	8
<b>Priority points: up to 2 additional points may be awarded for meeting the following criteria when assessing this section as a whole:</b>			
<ul style="list-style-type: none"> <li>• <b>There is a strong connection between the main ideas throughout this section and the stated focus of the section.</b></li> <li>• <b>Main ideas throughout this section are supported, explained, and justified with strong evidence in the form of accurately cited research or well-developed logical argument.</b></li> </ul>	Please award between 0-2 points for this section  /2		
<b>Total</b>			<b>/42</b>



# Strategies for writing Section C

## Application should demonstrate:

- Evidence of prior success in delivering programming to adult learners, including ability to meet WIOA Sec. 116 performance accountability outcomes, and should describe how standards will be used to achieve learner outcomes;
- Plans for ensuring the accurate collection and reporting of program data and how it will be used for continuous quality improvement should be explained; and
- Applications should show how technology will be used to improve program delivery and performance.

## Writing Tips:

- Be clear about the research used to make instructional decisions, including technological integration.
- Be specific about how you will ensure alignment with college and career readiness standards.
- Keep the focus on student outcomes.

# Section D: Population Served and Service Strategy

Section D: Population Served and Service Strategy	Not Addressed or Met No Criteria <i>(information not provided)</i>	Met One or More Criteria <i>(requires additional clarification)</i>	Met All Criteria <i>(concise and thoroughly developed, high quality response)</i>
1) Explain need for required comprehensive service model and additional services and instruction, if applicable, in each local workforce development area based on an environmental scan of existing services in the area. Describe the process used by the applicant to determine need.	0	3	5
2) Describe how the program will utilize area support services to help learners persist for the length of time needed to reach career and educational goals so that they are on a pathway to family-sustaining wage, able to function sufficiently on the job, in the family and in society, and able to become full, active partners in the education of their children.	0	3	5
3) Describe referral processes with community partners and strategies to meet the needs of individuals being served. Explain plans to revisit referral processes and strategies for continuous improvement and streamlined services.	0	3	5

# Section D: Population Served and Service Strategy

Section D: Population Served and Service Strategy	Not Addressed or Met No Criteria <i>(information not provided)</i>	Met One or More Criteria <i>(requires additional clarification)</i>	Met All Criteria <i>(concise and thoroughly developed, high quality response)</i>
4) Identify and describe the area to be served. (Map/s may be included or attached to illustrate the proposed service area(s), but the written description must be complete and comprehensive.)	0	3	5
5) Relate current demographic information to the educational needs of the target population(s). Address populations in the service area who are most in need of adult education and literacy and English language acquisition, including individuals with barriers to employment; Identify the sources of data used.	0	3	5
6) Describe how the specified target populations will be recruited and efforts that will be employed to support student motivation and persistence after entry.	0	3	5

# Section D: Population Served and Service Strategy

Section D: Population Served and Service Strategy	Not Addressed or Met No Criteria <i>(information not provided)</i>	Met One or More Criteria <i>(requires additional clarification)</i>	Met All Criteria <i>(concise and thoroughly developed, high quality response)</i>
7) Explain how the program will engage with business services and employers to connect learners with in-demand industries and occupations.	0	3	5
8) Briefly describe the steps your program will take to ensure equitable access to, and participation in, your program. <ul style="list-style-type: none"> <li>• Address how your program will overcome barriers related to gender, race, national origin, color, disability, or age.</li> <li>• Based on local circumstances, determine whether these or other barriers may prevent your learners, instructors, etc. from access or participation.</li> <li>• You may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances.</li> </ul> (This information is required by General Education Provisions Act (GEPA) Section 427. REFER TO ATTACHMENT B FOR GUIDANCE.)	0	3	5

# Section D: Population Served and Service Strategy

Section D: Population Served and Service Strategy	
Priority points: up to 4 additional points may be awarded for meeting the following criteria when assessing this section as a whole:	Please award between 0-2 points for each box below for this section
<ul style="list-style-type: none"> <li>• There is a strong connection between the main ideas throughout this section and the stated focus of the section.</li> <li>• Main ideas throughout this section are supported, explained, and justified with strong evidence in the form of accurately cited research or well-developed logical argument.</li> </ul>	/2
<ul style="list-style-type: none"> <li>• It is clear that the applicant is leveraging existing, quality resources and services in the area(s).</li> <li>• It is a clear priority to reduce unneeded duplication of services and leverage dollars for the best use possible.</li> <li>• It is clear that the program views itself as part of one larger system of organizations and services that will help individuals reach career and educational goals. This is proven through referral processes and the depth of partnerships that make the system easier to navigate for individuals receiving services from multiple organizations.</li> </ul>	/2
<b>Total</b>	<b>/44</b>

# Strategies for writing Section D

## Application should demonstrate:

- Need for additional English language acquisition programs in service area;
- Clear understanding of support services necessary for learners to be successful in the program; and
- Steps to ensure equitable access to and participation in the applicant's program aligns with guidance provided in Attachment B.

## Writing Tips:

- Focus on research-supported retention and persistence strategies
- Ensure your strategies leverage the partnerships listed in the application to enhance services to learners

# Section E: Adequacy of Resources/Budget

Section E: Adequacy of Resources/Budget	Not Addressed or Met No Criteria <i>(information not provided)</i>	Met One or More Criteria <i>(requires additional clarification)</i>	Met All Criteria <i>(concise and thoroughly developed, high quality response)</i>
Provide a budget narrative and complete the electronic budget, available at: <a href="http://www.cde.state.co.us/cdeadult/prospectivegrantees">http://www.cde.state.co.us/cdeadult/prospectivegrantees</a> , to illustrate items 1 and 2.			
1) Explain how the costs of the proposed project (as presented in the attached budget and in the written budget narrative) are reasonable and the budget is sufficient to implement the proposed activities.	0	4	8
2) Explain how the costs of the proposed project will allow for staff person(s) to maintain current information (on a weekly basis, at minimum) in the adult education statewide reporting system so that participant and program performance can be regularly monitored; Describe the program director's role in ensuring accurate data collection, data entry, and how data-related tasks are assigned to appropriate staff persons.	0	4	8

# Section E: Adequacy of Resources/Budget

Section E: Adequacy of Resources/Budget	Not Addressed or Met No Criteria <i>(information not provided)</i>	Met One or More Criteria <i>(requires additional clarification)</i>	Met All Criteria <i>(concise and thoroughly developed, high quality response)</i>
3) The electronic budget and the budget narrative adequately detail the proposed use of funds in relation to the objectives, design, and scope of project activities.	0	4	8
<b>Reviewer Comments:</b>			
			<b>Total</b> /24



# Allowable Use of Funds

## Adult Education and Literacy Services (WIOA Sec. 222(a)(1))

- **Applications from Providers must include services in the following categories:**

Must include:

- Adult education;
- Literacy;
- English language acquisition; and
- Workforce preparation.

May include:

- Workplace adult education and literacy;
- Family literacy services;
- Integrated English literacy and civics education; and/or
- Integrated education and training.

# Allowable Use of Funds (cont.)

- **Allowable local administrative costs include:**

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

- **Funds shall not be used for:**

- Supporting or providing programs, services, or activities for individuals who are not eligible individuals as described above, except for such purpose 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 and to provide an age-appropriate education to prepare children for success in school and life experiences.
- 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 in the previous slide.

# Strategies for writing Section E

## Application should demonstrate:

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

## Writing Tips:

- Make your budget realistic and request only what you need to fulfill grant objectives.
- Justify your expenditures and connect to your project description.
- Make sure to include all matches or in-kind contributions .
- Make a strong case for using grant funds to supplement activities/programs rather than supplanting existing sources of funds.
- Check and re-check your budget. Your line items and budget total must be equal, and must match what is listed in your budget narrative.

# Electronic Budget: Instructions

## General Budget Instructions

### COMPUTERIZED/ELECTRONIC BUDGET

(Print a copy of these instructions for easy reference)

Refer to the Request for Proposal (RFP) for a list of non-allowable costs.

FEDERAL - Expenditures to be covered by the grant

MATCH: Expenditures that will be used to cover the required match requirement. These expenditures cannot be paid with other federal grant, program income or unrecovered indirect

PROGRAM INCOME: Expenditures that will be covered by income earned as a direct result of this grant.

The budget detail should include hourly/daily rates, costs per item, and/or number of units/kits/classrooms/student/staff, or other detail sufficient to explain how the total line item was reached. No single line item should exceed \$1,000 without proper justification (i.e., a technology line item should be broken down to the number of systems and cost per system). Line items without proper justification will be denied. The proposed budget should not exceed the amount that can be expended each year.

### INSTRUCTIONS/FEATURES OF THE ELECTRONIC BUDGET

► The computerized budget allows interaction among worksheets. Users will enter data on the 3-Budget and AFR Detail Sheet and this data will then self-populate on the Budget and AFR Summary Sheets respectively.

► The computerized file contains the following worksheets:

- 1-Instructions
- 2-Cover Page
- 3-Budget and AFR Detail
- 4-Budget Summary
- 5-AFR Summary

Read all of the instructions first

Be aware of allowable/unallowable costs listed in the RFP

The budget should be reasonable, necessary to administer the grant, appropriate and allocable to the grant; that is, it should be based upon actual costs and allowable under the program.

A budget is the key element of many grant proposals. It outlines a proposed budget in fiscal terms and helps reviewers determine how the project will be conducted.

# Electronic Budget: Cover Page

LEA/Non-Profit:

If not found on list enter Agency name:

Dist/Agency Code:

Grant Name:

Adult Education and Family Literacy

Grant Code:

5002

Report Type:

Budget

Funding Source

Federal

Match

Program Income

E-MAIL BUDGET WITH APPLICATION TO:

[Competitive\\_Grants@cde.state.co.us](mailto:Competitive_Grants@cde.state.co.us)

**CDE Contacts** Name/Phone Number/Email

Grants Fiscal: Marti Rodriguez, (303) 866-6905, rodriguez\_m@cde.state.co.us

# Electronic Budget: Budget Detail

5			
6	<b>Budget Object</b>	<b>Position</b>	<b>FTE</b>
7	<ul style="list-style-type: none"> <li>Salaries (0100)</li> <li>Employee Benefits (0200)</li> <li>Purchased Services (0300)</li> <li>Other Purchased Services (0500)</li> <li>Supplies (0600)</li> <li>Non-Capitalized Equipment (0735)</li> <li>Shared Infrastructure Costs - ADMIN ONLY</li> </ul>		
12			
13			

Be specific with each budget line item and category

# Sample Budget Detail

## Sample – No calculation on which to determine total cost – **POOR DETAIL**

\$30,000.00	- curriculum and supplies
\$500.00	- Stipends
\$1,000.00	- Travel

## Sample – Specific calculation on which total cost was determined – **GOOD DETAIL**

\$3,780.00	- Use of Conference Room (540 sf) for Summer Program when school is closed
\$2,300.00	- One PTE ESL Lead Instructor ( \$20/hr, 10hrs/wk, 50wks/yr = \$10,000 * 23%)
\$238.00	- Portion of benefits package: PTE ESL Lead Teacher (\$1032 * 23% = \$238)
\$1,500.00	- CAEPA Fee @ \$375 for 4 instructors

# Electronic Budget: Description/Budget Narrative

	O	P	Q	R
1				
2				
3				
4				
5				
6	Description/Budget Narrative	Notes		
7				
8				
9				
10				
11				

The budget should be complete; that is it should include all the costs of any personnel, supplies, and activities required by the grant.

# Electronic Budget: Budget Match

- As a reminder, a 40% match of requested funds is required.
- Program income

All	Federal	Match	Program Income
<b>0</b>			
<b>Adult Education and Family Literacy</b>			
<b>Instructional Program - ABE</b>			
Salaries (0100)	\$0	\$0	\$0
Employee Benefits (0200)	\$0	\$0	\$0
Purchased Services (0300)	\$0	\$0	\$0
Other Purchased Services (0500)	\$0	\$0	\$0
Supplies (0600)	\$0	\$0	\$0
Non-Capitalized Equipment (0735)	\$0	\$0	\$0
<b>Subtotal-Instructional Program - ABE</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

# Electronic Budget: Budget Summary

	All	Federal	Match	Program Income
<b>0</b>				
<b>Adult Education and Family Literacy</b>				
<b>Instructional Program - ABE</b>				
Salaries (0100)		\$0	\$0	\$0
Employee Benefits (0200)		\$0	\$0	\$0
Purchased Services (0300)		\$0	\$0	\$0
Other Purchased Services (0500)		\$0	\$0	\$0
Supplies (0600)		\$0	\$0	\$0
Non-Capitalized Equipment (0735)		\$0	\$0	\$0
<b>Subtotal-Instructional Program - ABE</b>		<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Instructional Program - ASE</b>				
Salaries (0100)		\$0	\$0	\$0
Employee Benefits (0200)		\$0	\$0	\$0
Purchased Services (0300)		\$0	\$0	\$0
Other Purchased Services (0500)		\$0	\$0	\$0
Supplies (0600)		\$0	\$0	\$0
Non-Capitalized Equipment (0735)		\$0	\$0	\$0
<b>Subtotal - Instructional Program - ASE</b>		<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Instructional Program - ELA</b>				
Salaries (0100)		\$0	\$0	\$0
Employee Benefits (0200)		\$0	\$0	\$0
Purchased Services (0300)		\$0	\$0	\$0
Other Purchased Services (0500)		\$0	\$0	\$0
Supplies (0600)		\$0	\$0	\$0
Non-Capitalized Equipment (0735)		\$0	\$0	\$0
<b>Subtotal-Instructional Program - ELA</b>		<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Administration</b>				
Salaries (0100)		\$0	\$0	\$0
Employee Benefits (0200)		\$0	\$0	\$0
Purchased Services (0300)		\$0	\$0	\$0
Other Purchased Services (0500)		\$0	\$0	\$0
Supplies (0600)		\$0	\$0	\$0
Non-Capitalized Equipment (0735)		\$0	\$0	\$0
Shared Infrastructure Costs - ADMIN ONLY		\$0	\$0	\$0
<b>Subtotal-Administration</b>		<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Indirect Rate (0869)</b>				
<b>Grand Total</b>		<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>TOTAL ALLOCATION/AWARD</b>				

Will automatically total line items based on numbers input in the budget detail tab

Be aware of administrative versus indirect costs and their respective restrictions

Total here should match total in the budget narrative



# Section F: Local Workforce Development Board Review

<b>Section F: Local Workforce Development Board Review</b> <i>(No Response From Applicant Required)</i>	
<p>Per §463.20(d)(4) in the WIOA Regulations, the extent to which applicants' strategies and goals of the local plan must be considered. Local Workforce Development Boards will be provided an opportunity to make recommendations on the applications specifically for the purpose of aligning the application to the local plan. Please see <b>Attachment F</b> for the Local Workforce Development Board Alignment Review Tool that will be used.</p> <p>Should an eligible provider submit an application to serve more than one Local Workforce Development Area, scores associated with the Local Workforce Development Board review will be averaged and applied in scoring. Applicants may be asked to make adjustments to better align with the Local Workforce Development Areas plan(s) prior to final award.</p>	
<b>Local Workforce Development Board Comments:</b>	
<b>Total</b>	<b>/10</b>

Applicants do not have to respond to this section of the rubric



# Section G: Integrated English Literacy and Civics Education Program

Section G: Integrated English Literacy and Civics Education Program	Not Addressed or Met No Criteria (information not provided)	Met One or More Criteria (requires additional clarification)	Met All Criteria (concise and thoroughly developed, high quality response)
<b>If the applicant is applying for an Integrated English Literacy and Civics Education Program (WIOA Sec. 243(a)) grant, complete this section <i>in addition</i> to all other sections of the AEFLA application.</b>			
1) Provide the program’s Integrated English Literacy and Civics Education projected orientation and enrollment schedule (covering/including the time frame July 1, 2017 through June 30, 2018). <ul style="list-style-type: none"> <li>• Demonstrate that the instructional schedule allows for a minimum of six hours per week for instruction per class.</li> <li>• Describe how managed enrollment will be utilized to support instructional schedules that both establish a cohort model for learners and minimize consistent interruptions caused by open enrollment.</li> <li>• Include the research base for justification of schedule and delivery methods.</li> </ul>	0	4	8
2) Describe how the program is designed to prepare English language learners for in-demand industries and occupations that lead to economic self-sufficiency. <ul style="list-style-type: none"> <li>• Include how the program connects with the local workforce area sector partnerships.</li> </ul>	0	4	8



# Section G: Integrated English Literacy and Civics Education Program

Section G: Integrated English Literacy and Civics Education Program	Not Addressed or Met No Criteria <i>(information not provided)</i>	Met One or More Criteria <i>(requires additional clarification)</i>	Met All Criteria <i>(concise and thoroughly developed, high quality response)</i>
<b>If the applicant is applying for an Integrated English Literacy and Civics Education Program (WIOA Sec. 243(a)) grant, complete this section <i>in addition</i> to all other sections of the AEFLA application.</b>			
3) Describe plans for implementation of integrated education and training. Address how the program is designed so that adult education and literacy activities are provided concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of education and career advancement.	0	4	8
4) Describe efforts or plans to connect with providers on WIOA Eligible Training Provider List (ETPL) or other postsecondary education and training providers to leverage funding and opportunities for integrated education and training. <ul style="list-style-type: none"> <li>List any partners for integrated education and training.</li> </ul>	0	4	8



# Section G: Integrated English Literacy and Civics Education Program

Section G: Integrated English Literacy and Civics Education Program	Not Addressed or Met No Criteria (information not provided)	Met One or More Criteria (requires additional clarification)	Met All Criteria (concise and thoroughly developed, high quality response)
If the applicant is applying for an Integrated English Literacy and Civics Education Program (WIOA Sec. 243(a)) grant, complete this section <i>in addition</i> to all other sections of the AEFLA application.			
5) Describe the curriculum to be utilized in the program, including how instruction on the rights and responsibilities of citizenship and civic participation will be consistently applied throughout instruction.	0	4	8
<b>Priority points: up to 2 additional points may be awarded for meeting the following criteria when assessing this section as a whole:</b>			
<ul style="list-style-type: none"> <li>• There is a strong connection between the main ideas throughout this section and the stated focus of the section.</li> <li>• Main ideas throughout this section are supported, explained, and justified with strong evidence in the form of accurately cited research or well-developed logical argument.</li> </ul>	Please award between 0-2 points for this section /2		
<b>Total</b>			<b>/42</b>



# Strategies for writing Section G

## Application should demonstrate:

- English literacy and civics education instruction offered in combination with integrated education and training activities;
- Need for additional English language acquisition programs in service area; and
- Clear and detailed description of curriculum for literacy, English language acquisition, and instruction on the rights and responsibilities of citizenship and civic participation.

## Writing Tips:

- Make the connection between English literacy and civics education and transition into workforce in the description of the program design.
- Connect your partnerships and strategy with the project description.



# Finalizing and submitting your Proposal



# Finalizing your Proposal

- Self-edit and proofread using the eyes of a “reviewer”
- Double-check your writing to rubric requirements
- Have your grant completed at least a few days before the due date so that you can have other people read and review your grant
- Have 1-2 people (one “lay” person, one “expert”) review and critique your entire proposal, against the scoring rubric if possible

# Submitting your Proposal

- Read and re-read all the submission instructions; do not rush submitting.

## Submission Process and Deadline

An electronic copy of the application (in PDF format) and electronic budget (in Excel format) must be submitted to [CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us) by **Tuesday, February 21, 2017, 11:59 pm**. The electronic version should include all required components of the application as one document. Please attach the electronic budget workbook in Excel format as a separate document. Faxes will not be accepted. Incomplete or late applications will not be considered. If you do not receive an email confirmation of receipt of your application within 24 hours of the deadline, please email [CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us). Application materials and budget are available for download on the CDE website at <http://www.cde.state.co.us/cdeadult/prospectivegrantees>.

Submit the electronic copy of the application and electronic budget to:

[CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us)

By: **Tuesday, February 21, 2017, 11:59 pm**

# Additional Technical Assistance

- **Friday, January 13, 2017 (9:00 – 11:00 am)**
  - Integrated Education and Training Webinar
- **Link to participate in webinar is posted on [www.cde.state.co.us/cdeadult/prospectivgrantees](http://www.cde.state.co.us/cdeadult/prospectivgrantees)**

# Questions?

- **For program questions, contact:**
  - Tricia Johnson, Ed.D., Director of Adult Education  
(303) 866-6640 | [Johnson\\_T@cde.state.co.us](mailto:Johnson_T@cde.state.co.us)
- **For fiscal/budget questions, contact:**
  - Marti Rodriguez, Office of Grants Fiscal  
(303) 866-6769 | [Rodriguez\\_M@cde.state.co.us](mailto:Rodriguez_M@cde.state.co.us)
- **For application-specific questions, contact:**
  - Kim Burnham, Office of Competitive Grants and Awards  
(303) 866-6916 | [Burnham\\_K@cde.state.co.us](mailto:Burnham_K@cde.state.co.us)