



COLORADO
Department of Education

Funding Opportunity

Applications Due: **Tuesday, May 4, 2021, by 11:59 p.m. MT**

Application Information Webinar: **Friday, March 19, 2021, at 12:00 p.m. MT**

Adult Education and Literacy Act (AELA) Grant Program

Pursuant to: § 22-10-104, C.R.S.

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

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

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Adult Education and Literacy Act (AELA)

Applications Due: Tuesday, May 4, 2021, by 11:59 p.m. MT

Introduction

SB 20-009, "Concerning Expansion of the Adult Education and Literacy Grant Program," was signed into law on July 8, 2020 and builds on the original Adult Education and Literacy Act of 2014 (HB 14-1085). Before passage of the 2020 legislation, the adult education and literacy grant program focused on workforce development partnerships to provide adult education that leads to increased levels of employment. The new law recognizes that, in addition to increasing employment, adult education is necessary to ensure an adult population that is better prepared to support the educational attainment of the next generation and actively participate as citizens in a democratic society.

The law expands the grant program to provide grants to adult education providers that enter into an education attainment partnership with elementary and secondary education providers or higher education providers to assist adults in attaining basic literacy and numeracy skills that lead to additional skill acquisition and may lead to postsecondary credentials and employment and that assist adults in providing academic support to their own children or to children for whom they provide care. The State Board of Education, in awarding grants, may give preference to adult education programs that serve populations that are underserved by federal funding.

As required by the Adult Education and Literacy Act (AELA), the Colorado Department of Education (CDE), Adult Education Initiatives Office (AEI) is conducting a competitive Request for Application (RFA) process to award four years of funding to eligible providers. This RFA process follows what is outlined in the statute and the State Board of Education Rules

Purpose

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

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

While some adults require educational programs that will improve their literacy or numeracy skills to gain higher-paying levels of employment, many adults have not completed ninth grade or may otherwise be

identified as lowest-level learners. Before these adults can aspire to higher-level employment, they require more basic educational programs that specialize in English language skills and assistance in obtaining a high school equivalency certificate. Adult education and literacy programs may participate in workforce development partnerships or education attainment partnerships that enable individuals to acquire the basic and more advanced skills needed to function effectively as parents, caregivers, employees, and citizens of the United States. Although there are several postsecondary programs that focus on workforce development and skills acquisition, these programs typically assume that participants are or have been in the workforce in some capacity and have already attained a base level of literacy and numeracy.

In return for state investment in adult education and literacy programs, these programs must refocus their mission to ensure that more low-skilled, low-income adults attain the basic literacy and numeracy skills that they lack so that they may improve their own and the next generation's ability to participate in the current and future in-demand sectors of employment, function effectively in supporting and advocating for their children's education, and actively participate in society. Successfully refocusing the mission of adult education and literacy programs requires the active collaboration and coordination of a variety of state agencies and organizations that are involved in adult education and literacy; elementary, secondary, and postsecondary education; training and credential attainment; workforce development; economic development; and human services.

Investing in these programs will enable them to serve a larger share of the state's eligible adult population and ensure that more adults can reach and complete the next level of education and training, thereby leading to better employment outcomes that enable more low-income, low-literacy adults to ultimately achieve economic self-sufficiency and leading to an adult population that is better prepared to support the educational attainment of the next generation and actively participate as citizens in a democratic society.

Eligible Applicants

Eligible applicants are adult education providers that are part of an education attainment partnership or a workforce development partnership.

Adult education providers are one of the following entities that the department recognizes as providing appropriate and effective adult education and literacy programs (C.R.S. §22-10-103(1.5)):

- A secondary or postsecondary, public or private, nonprofit educational entity, including but not limited to a school district, charter school, board of cooperative services, state institution of higher education, local district college, and area technical college;
- A community-based nonprofit agency or organization;
- An Indian tribe or nation;
- A library;
- A literacy council or other literacy institute;
- A business or business association that provides adult education and literacy programs either on site or off site;
- A volunteer literacy organization;
- A local work force board, as defined in section 8-83-203, that oversees a work force development program described in the "Colorado Career Advancement Act", part 2 of article 83 of title 8;
- A one-stop partner, as described in section 8-83-216, under the "Colorado Career Advancement Act", part 2 of article 83 of title 8; or
- A consortium of entities described above.

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

An **education attainment partnership** means a collaboration that assists adults in attaining basic literacy and numeracy skills that lead to additional skill acquisition and may lead to postsecondary credentials and employment. At a minimum, an education attainment partnership must consist of at least one adult education provider that is not a secondary or postsecondary, public or private, nonprofit educational entity, including but not limited to a school district, charter school, board of cooperative services, state institution of higher education, local district college, and area technical college, that partners with at least one elementary or secondary school or school district, a public or private institution of higher education, a local district college, or an area technical college. (C.R.S. §22-10-103(2.5)).

A **workforce development partnership** means a collaboration that assists adults in attaining basic literacy and numeracy skills leading to additional skill acquisition, postsecondary credentials, and employment. (C.R.S. §22-10-103(11)(a)).

At a minimum, a workforce development partnership must include at least:

- 1) one adult education provider,
- 2) one postsecondary education or training provider, and
- 3) one workforce development provider.

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

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

A **workforce development provider** includes, but need not be limited to (C.R.S. §22-10-103(11)(c)):

- A work force development program described in the "Colorado Career Advancement Act", part 2 of article 83 of title 8, C.R.S.; and
- A program that is supported by the state work force development council created in article 46.3 of title 24, C.R.S.

Performance Outcomes and Progress Measures

In order to meet the requirements outlined in C.R.S., 22-10-104 and 22-10-105 of the Adult Education and Literacy Act, the Adult Education Initiatives Office (AEI) has created a menu of options for establishing goals and reporting on the effectiveness of each program that receives a grant. The menu provides nine types of performance outcomes and eleven types of progress measures associated with those outcomes to more fully capture the impact of programming. The performance outcomes and progress measures align to the purposes of the grant program outlined in the statute.

Applicants will select which performance outcomes and progress measures their intended programming will be designed to achieve from the menu of options. Based on the definitions of a Workforce Development Partnership and an Education Attainment Partnership outlined in the statute, the required progress measures and performance outcomes differ; four outcomes and associated progress measures are required for Workforce Development Partnerships and at least two outcomes and associated progress measures are required for Education Attainment Partnerships. Each type of applicant may also select as many allowable measures as

desired to demonstrate the effectiveness of their program.

Applicants will also set achievement rates for the percent of adult learners served who attain the outcomes and progress measures which the applicant selects from the menu of options. To support programs in setting both committed and aspirational goals, applicants will set an achievement rate target for outcomes and progress measures at a higher (aspirational) and lower (committed) threshold for the first year of the grant. These targets, established by the applicant, will be used in determining the effectiveness of each program that receives a grant as well as to determine whether the grant recipient is making sufficient progress toward achieving the goals of the adult education and literacy program that were specified in the grant application. Per C.R.S., 22-10-104(1)(c), if AEI finds that a grant recipient is not making sufficient progress toward achieving the goals, the state board shall not renew the grant for subsequent fiscal years.

Grantees will report toward these goals quarterly, and this progress will be shared with the Adult Workforce Development Partnership Advisory Board (AWDP).

To recognize that programming often continues to improve the workforce, education, and economic prospects of adult learners after program participation, outcomes and progress measures may be counted for both current and alumni program participants (with some exceptions). Complete definitions of each outcome and progress measure can be found in “21-22 AELA Outcomes & Progress Measures” Excel workbook, sheet 3-Definitions. Applicants should review these definitions before completing either sheet 3-WDP Selection (if applying as a workforce development partnership) or sheet 4-EAP Selection (if applying as an educational attainment partnership) in the “21-22 AELA Outcomes & Progress Measures” Excel workbook.

Menu of 2021-22 Performance Outcomes and Progress Measures

Performance Outcome	Progress Measures
Post-secondary Entrance	<ul style="list-style-type: none"> • Taking an Admissions Tour • Completing an Academic/Career Interest Inventory • Completing an Enrollment Application • Applying for State or Federal Financial Aid • Passing an Entrance Exam
Post-secondary Credential Attainment	<ul style="list-style-type: none"> • Transcript or Report Card Progress - Post-secondary • Earning Stackable Credentials or Certificates Leading to a Degree or Industry-Recognized Credential • Passing a Credential Exam
Obtaining Employment or Employment in an In-demand Sector or Industry	<ul style="list-style-type: none"> • Taking an employer tour • Completing an academic/career interest inventory • Enrolling in a State-Sponsored Employment System • Workforce Preparation Workshops • Completing job applications and interview

Performance Outcome	Progress Measures
Earning a Livable Wage or Leaving Public Assistance	<ul style="list-style-type: none"> • Taking an employer tour • Completing an academic/career interest inventory • Enrolling in a State-Sponsored Employment System • Workforce Preparation Workshops • Completing job applications and interview
Post-test Educational Functioning Level (EFL) Gain	<ul style="list-style-type: none"> • Post-testing • Scale Score Increase
Secondary Equivalent Credential Attainment or Secondary Credential Attainment	<ul style="list-style-type: none"> • Passing an Official Practice Test • HSE Subtest Score Increase • Passing an HSE Subtest • Transcript or Report Card Progress - Secondary
Military Entrance	<ul style="list-style-type: none"> • Passing Score on the ASVAB
<u>Work-Based Learning Completion:</u> <ul style="list-style-type: none"> • Completion of one year of an apprenticeship or pre-apprenticeship • Completion of On-the-job Training (OJT) • Completion of a paid internship or work study 	<ul style="list-style-type: none"> • Work Readiness Certification • Work Portfolio or Capstone Project • Unpaid internship
<u>Civic Engagement:</u> <ul style="list-style-type: none"> • Obtaining a Green Card • Obtaining US citizenship • Obtaining a driver's license • Voting 	<ul style="list-style-type: none"> • Applying for a Green Card • Taking a Citizenship test • Taking a Driver's License exam • Registering to vote • Organizing or participating in neighborhood meetings, clean ups, or cultural festivals • Volunteering • Attending city council meetings or giving testimony at public hearings • Participating in meetings or forums to discuss community issues
<u>2 Generation Strategies:</u> There will be no Outcomes in this group in year one of the grant.	<ul style="list-style-type: none"> • Increasing Involvement in Children's Education • Increasing Involvement in Children's Literacy Activities
<u>Wrap-Around Services:</u> There will be no Outcomes in this group in year one of the grant.	<ul style="list-style-type: none"> • Orientation and Enrollment • Creating an email address • Obtaining a personal phone, tablet, or laptop • Obtaining personal or home internet access • Obtaining assistance with food insecurity • Obtaining permanent housing • Obtaining transportation assistance • Obtaining physical or mental healthcare assistance • Obtaining assistance with legal services • Obtaining support or assistance for domestic violence • Obtaining support or assistance for addiction

Available Funds

Approximately \$850,000 is estimated to be available for adult education and literacy services under AELA (C.R.S. §22-10-107) for the 2021-2022 fiscal year (July 1, 2021 – June 30, 2022), with funding contingent on appropriations from the Colorado General Assembly. CDE anticipates awarding \$50,000 - \$100,000 each to 8 – 12 grantees.

CDE anticipates awarding grants for a four-year period, subject to annual renewal. Funding in subsequent years for grantees is contingent upon continued state appropriations and upon grantees meeting all grant, fiscal and reporting requirements. Grantees receiving a multi-year grant must annually submit to AEI the necessary information, as requested by AEI, to determine whether the grantee is making sufficient progress toward achieving the goals of the program that were specified in the grant application. AEI will annually review information received from grant recipients to evaluate the effectiveness of the programs in meeting the program goals set in the grant applications. Grants are subject to annual renewal by the State Board. (C.R.S. §§22-10-104(1)(c) & 22-10-105(1)(a)).

Allowable Use of Funds

Adult education and literacy programs are defined as programs that provide adult basic education, adult education leading to a high school equivalency credential, English as a second language instruction, or integrated basic education and skills training. (C.R.S. 22-10-103(1)).

Adult education providers must provide “appropriate and effective” adult education and literacy programs (§22-10-103(1.5), C.R.S). CDE recognizes the following practices as examples of appropriate and effective programming:

- research-based program and instructional strategies that effectively prepare and support adult learners through utilization of career pathways for transitioning to college and career;
- work-based learning opportunities; and
- collaboration with service providers within the Colorado Talent Development System.

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

- are at least seventeen years of age;
- are not enrolled in a public or private secondary school; and
 - lack a high school diploma or its equivalent; or
 - are in need of English language instruction; or
 - lack sufficient mastery of the basic literacy and numeracy skills necessary to enable people to function effectively in the workplace. (C.R.S. § 22-10-103(3)).

To the extent practical, adult education providers and partners should focus use of these funds on programs that prepare individuals for training leading to occupations that have the potential to pay a livable wage.

All costs must:

- be necessary and reasonable, allocable and allowable;
- focus on programs that prepare individuals for education and training leading to occupations that have the potential to pay a self-sufficient wage, to the extent practical;
- conform to any limitations or exclusions set forth in the award;
- if grantees are applying policies and procedures across the organization, this must also include all activities within the AELA grant program;
- be accorded consistent treatment;
- be determined in accordance with Generally Accepted Accounting Principles (GAAP);

- not be included in another grant;
- ensure amount charged for a purchase paid from the AELA grant includes credits; and
- be adequately documented and reported.

No cost related to an AELA cost objective may be used for/expensed to any other federally funded award.

The following are examples of allowable expenses:

- curriculum development for courses that help adults obtain basic skills in workforce development or the postsecondary transition context leading to knowledge and skills necessary for employment and economic self-sufficiency (realistically supporting a family without public or private assistance).
- costs associated with partnership development, including print materials, outreach activities, and travel.
- appropriate partnership services and supports for students, such as uniform costs, instructional materials, assessment costs, childcare, referrals, counseling, and coaching.
- on-going, high-quality professional development that is aligned with partnership goals, provided for all partnership staff.
- training in data analysis to inform and differentiate instruction and training.
- learner assessment costs, including high school equivalency testing fees.
- costs associated with learner recruitment.
- costs associated with providing employment and post-secondary placement activities.
- evaluation and annual report development.

Pursuant to 1 CCR 301-98, Rule 2.03.8, funds for the AELA program must supplement and not supplant any funding currently being used on workforce preparation activities. Any program activity required by State Board of Education rules may not be paid with these funds.

Local Administrative Costs

Administrative costs may not exceed 10% of the total award. Administrative costs are costs that do not directly involve a learner, but instead support the program delivery and development activities. It includes but is not limited to planning; administration (including performance accountability); professional development; and promoting co-enrollment.

Duration of Grant

Grants will be awarded for a four-year term beginning in the 2021-2022 fiscal year. Funding will be subject to funding appropriations and grant recipients' annual demonstration of adequate progress toward achieving the goals of the adult education and literacy program that were specified in the grant application. Continuation applications must be approved by the State of Board of Education annually. Funds must be obligated by June 30 of the same fiscal year.

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 if their application and budget are approved. Non-profit organizations must provide a signature by an authorized officer on the annual Grant Award Letter and submit the original to CDE (the specific process will be outlined by CDE when the Grant Award Letters are released).

Evaluation and Reporting

As required by §22-10-105, C.R.S., CDE will annually review the information received from grant recipients to evaluate the effectiveness of the programs that receive grants in meeting the goals set for the programs in the grant applications. CDE will report its conclusions to the state board for purposes of evaluating ongoing grants.

For continuation applications, if the department finds that a grant recipient is not making sufficient progress towards achieving the goals outlined in the provider's initial (or, in later grant years, continuation) application, the department will recommend that funding not be continued for the grantee. Within 45 days of the date that the department finalizes its recommendations, based on these recommendations and available funding, the state board will award grants to adult education providers.

The department may audit the records and accounts of grant recipients. An adult education provider shall make the records and accounts available to the department upon request.

Grant recipients shall report to CDE information related to the performance outcomes and progress measures outlined in the grant applications, which may include information required by Title II of the federal "Workforce Innovation and Opportunity Act", as amended, 29 U.S.C. sec. 3101 et seq., for federally funded programs (see the [Performance Outcomes and Progress Measures section](#) of this RFA for specifics).

Pursuant to 1 CCR 301-98, Rule 4.01, grant recipients also must submit information describing the following:

- the instructional programs and services for which the grantee used the grant;
- the number of adult students who participated in each of the types of programs and services provided;
- the educational progress made by participating students as measured by standardized tests, training completion, and/or credential of value;
- the nature of the education attainment partnership or workforce development partnership and a description of how this partnership contributed to the success of the program; and
- the number of students who are making progress toward the goals of the adult education and literacy program that were specified in the grant application.

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.

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.

Application Technical Assistance

An application training webinar will be held on **Friday, March 19, 2021 from 12:00 p.m. – 1:00 p.m. MT** via this Adobe Connect link: <https://enetlearning.adobeconnect.com/aela-rfa/>. Please register in advance to ensure there is enough space in the webinar for all interested participants via this link: <https://app.smartsheet.com/b/form/ee38b331f1df4ac285fee8f8fef5a768>.

CDE will also post all questions received and CDE's responses about the request for applications on the [AELA Competition FAQs webpage](#).

Submission Process and Deadline

Step 1: Letter of Intent

If interested in applying for this funding opportunity, please submit a [Letter of Intent via this form](#) by **Friday, March 26, 2021**.

Step 2: Application Submission

Eligible applicants will submit application materials using Syncplicity, which is an online platform used for secure file sharing. A web browser is all that is needed to access and securely share files. For assistance using Syncplicity locally, please refer to the [Syncplicity Instructions for External Users](#) guide.

The Authorized Representative, Primary Program Contact and Fiscal Manager of every applicant that completed a Letter of Intent will receive an email invitation to a Syncplicity folder by Monday, April 5, 2021.

Electronic copies of application materials must be uploaded to Syncplicity by **Tuesday, May 4, 2021 at 11:59 p.m. MT**. Please email CompetitiveGrants@cde.state.co.us and AEI@cde.state.co.us once all of the required files have been uploaded. Faxes will not be accepted. Incomplete or late applications will not be considered. If you do not receive an email confirmation of receipt of your application within two business days of the deadline, please email CompetitiveGrants@cde.state.co.us. Application materials are available for download on the Office of Adult Education Initiatives [webpage](#) on the CDE website.

Review Process and Timeline

Part 1: Application Completeness Review

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

Part 2: Reviewer Application Evaluation

Each application will be evaluated solely on the criteria identified in this document. *Receipt of a grant award in a previous competition is not, and should not be regarded as, a guarantee of funding in the current competition.* Applicants not funded in previous competitions are not precluded and may apply for funding in the current competition. Once all applications have been evaluated, the review panel will submit its recommendations to CDE. CDE will then recommend appropriate funding recipients to the state board. See [Attachment A](#) for a summary of the reviewer application process.

Note: This is a competitive process. In order for an application to be recommended for funding, it must receive at least 77 points out of the 111 possible points (70%), and all required elements must be addressed.

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.

Application Format

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

Consortia Applications

Adult education providers applying as a consortium (a coalition of organizations) must abide by the following:

- Applications must identify one adult education provider that will act as the lead agency for the consortium. The lead agency shall submit a single application on behalf of the consortium of adult education providers that outlines a plan to provide adult education and literacy activities throughout the service 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 and state policies.

Application Required Elements

The format outlined below must be followed in order to assure consistent application of the evaluation criteria. See the evaluation rubric for specific selection criteria needed for the Adult Education and Literacy Act Grant Application Narrative. Please note that applicants applying as a consortium must submit one application. Electronic copies of the following application materials must be uploaded to Syncplicity in the required formats listed below by **Tuesday, May 4, 2021 at 11:59 p.m. MT**. Please email CompetitiveGrants@cde.state.co.us and AEI@cde.state.co.us once all of the following required files have been uploaded:

- Adult Education and Literacy Act Grant Application Narrative (PDF); All pages with this narrative response must be standard letter size, 8-1/2" x 11" using 12-point font and single-spaced with 1-inch margins and numbered pages. This single PDF includes:
 - Table of Contents [not scored and does not count toward the 15-page limit]
 - Part IA: Cover Page: Applicant Information and Proposed Services [not scored and does not count toward the 15-page limit]
 - Part IB: Workforce Development Partnership Signature Page OR Part IC: Education Attainment Partnership Signature Page [considered in scoring but does not count toward the 15-page limit]
 - Part ID: General Program Assurances Form [not scored and does not count toward the 15-page limit]
 - Part IE: Financial Management Survey [considered in scoring but does not count toward the 15-page limit]
 - Proof of Non-Profit Status from the Internal Revenue Service [for applicable organizations; not scored and does not count toward the 15-page limit]
 - Evidence of financial stability (most recent two years' annual reports and audits) [for applicable

- organizations; not scored and does not count toward the 15-page limit]
- Executive Summary: Provide a brief description (no more than two pages) of the applicant's program to be funded by the grant program [not scored and does not count toward the 15-page limit]
- Application Narrative responding to the selection Criteria in the Evaluation Rubric [scored and has a 15-page limit]
- 21-22 AELA Locations List (Excel)
- 21-22 AELA Staff List (Excel)
- 21-22 AELA Outcomes & Progress Measures (Excel)
- 21-22 AELA Partner List (Excel)
- 21-22 AELA Budget (Excel)
- 21-22 AELA Accessible Design Assurances (PDF)
- 21-22 AELA Assessment Assurances (PDF)
- 21-22 AELA Attendance Assurances (PDF)
- 21-22 AELA Local Data Assurances (PDF)

Adult Education and Literacy Act Grant (AELA)

Applications Due: Tuesday, May 4, 2021, by 11:59 pm MT

Part IA: Cover Page - Applicant Information and Proposed Services

Lead Applicant Information			
Program Name		DUNS #	
Mailing Address		LEA/BOCES Code (if applicable)	
Website			
Lead Applicant Organization Type			
<input type="checkbox"/> School District	<input type="checkbox"/> Charter School		
<input type="checkbox"/> Board of Cooperative Services	<input type="checkbox"/> Library		
<input type="checkbox"/> State Institution of Higher Education	<input type="checkbox"/> Literacy Council or Other Literacy Institute		
<input type="checkbox"/> Local District College	<input type="checkbox"/> Business Or Business Association		
<input type="checkbox"/> Area Technical College	<input type="checkbox"/> Volunteer Literacy Organization		
<input type="checkbox"/> Community-Based Nonprofit Agency or Organization	<input type="checkbox"/> Local Work Force Board		
<input type="checkbox"/> Indian Tribe or Nation	<input type="checkbox"/> One-Stop Partner		
<input type="checkbox"/> Consortium of Adult Education Providers (if so, list the organizations' names and types: _____)			
<input type="checkbox"/> Other (if so, describe: _____)			
Authorized Representative Information			
Name		Title	
Telephone		E-mail	
Primary Program Contact Information			
Name		Title	
Telephone		E-mail	
Fiscal Manager Information			
Name		Title	
Telephone		E-mail	
Total Funding Requested			
Partnership Type (Select One)	<input type="checkbox"/> Workforce Development Partnership <input type="checkbox"/> Education Attainment Partnership		
Populations Served with Federal Funding			
Are you currently a 2020-24 federal Adult Education and Family Literacy Act (AEFLA) grantee?			<input type="checkbox"/> Yes <input type="checkbox"/> No

<p>§22-10-104(1)(c), C.R.S. states that “In awarding grants payable from state appropriations, the state board may give preference to adult education programs that serve populations that are underserved by federal funding.” Does the program proposed by the applicant serve populations that are underserved by federal funding?</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
--	--

Define the population(s) you are applying to serve (check all that apply):

- Minority group(s)
- Adults that have not completed ninth grade or may otherwise be identified as lowest-level learners
- Adults that do not have a high school diploma or equivalency
- Adults that are not enrolled in or have not completed adult education and literacy programs
- Adults receiving state or federal public assistance
- Adults who are unemployed workers
- Adults receiving state or federal public assistance
- Other (if so, describe: _____)

How are these populations underserved? (check all that apply)

- Comparable services are not offered within 20 miles of the proposed applicant program location(s).
- Comparable services are not offered within 50 or more miles of the proposed applicant program location(s).
- Comparable services are offered in the area, but the other program(s) do not have enough capacity to fulfill the need.
- Comparable services are currently offered by the applicant but there is not enough financial capacity to fulfill the need.
- Other (if so, describe: _____)

If the applicant wishes to elaborate on the information provided above about populations underserved by federal funding, please do so in the Executive Summary.

Part IB: Workforce Development Partnership Signature Page

If applying as a workforce development partnership, provide contact information for each partner of the proposed program. Additional boxes and pages may be added as needed.

If applying as an education attainment partnership, please leave this blank.

Workforce Development Partner Organization Information			
Partner Type	<input type="checkbox"/> Workforce	<input type="checkbox"/> Postsecondary/Training	<input type="checkbox"/> Adult Education
Organization Name			
Mailing Address			
Website			
Workforce Development Partner Primary Contact Information			
Name		Title	
Telephone		E-mail	
Signature			

Workforce Development Partner Organization Information			
Partner Type	<input type="checkbox"/> Workforce	<input type="checkbox"/> Postsecondary/Training	<input type="checkbox"/> Adult Education
Organization Name			
Mailing Address			
Website			
Workforce Development Partner Primary Contact Information			
Name		Title	
Telephone		E-mail	
Signature			

Workforce Development Partner Organization Information			
Partner Type	<input type="checkbox"/> Workforce	<input type="checkbox"/> Postsecondary/Training	<input type="checkbox"/> Adult Education
Organization Name			
Mailing Address			
Website			
Workforce Development Partner Primary Contact Information			
Name		Title	
Telephone		E-mail	
Signature			

Note: If the grant application is approved, funding will not be awarded until all signatures are in place. Please attempt to obtain all signatures before submitting the application. The signatures on this page may be original, electronic or with attached email approval.

Part IC: Education Attainment Partnership Signature Page

If applying as an education attainment partnership, provide contact information for each partner of the proposed program. Additional boxes and pages may be added as needed.

If applying as a workforce partnership, please leave this blank.

Education Attainment Partner Organization Information			
Partner Type	<input type="checkbox"/> Elementary School	<input type="checkbox"/> Secondary School	
	<input type="checkbox"/> School District		
	<input type="checkbox"/> Public Higher Education Institution	<input type="checkbox"/> Private Higher Education Institution	
	<input type="checkbox"/> Local District College	<input type="checkbox"/> Area Technical College	
Organization Name			
Mailing Address			
Website			
Education Attainment Partner Primary Contact Information			
Name		Title	
Telephone		E-mail	
Signature			

Education Attainment Partner Organization Information			
Partner Type	<input type="checkbox"/> Elementary School	<input type="checkbox"/> Secondary School	
	<input type="checkbox"/> School District		
	<input type="checkbox"/> Public Higher Education Institution	<input type="checkbox"/> Private Higher Education Institution	
	<input type="checkbox"/> Local District College	<input type="checkbox"/> Area Technical College	
Organization Name			
Mailing Address			
Website			
Education Attainment Partner Primary Contact Information			
Name		Title	
Telephone		E-mail	
Signature			

Note: If the grant application is approved, funding will not be awarded until all signatures are in place. Please attempt to obtain all signatures before submitting the application. The signatures on this page may be original, electronic or with attached email approval.

Part ID: General Program Assurances Form

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

On _____ (date) _____, 2021, the Authorized Representative of _____ (organization name) _____

hereby agrees to the following general AELA program assurances:

1. The grantee will work with and provide requested data to CDE for the AELA grant within the time frames specified.
2. The grantee will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.
3. That funds will be used to supplement and not supplant any funds currently being used to provide adult education services and grant dollars will be administered by the appropriate fiscal agent.
4. That funded projects will maintain appropriate fiscal and program records and that fiscal audits of this program will be conducted by the grantees as a part of their regular audits.
5. That if any findings of misuse of these funds are discovered, project funds will be returned to CDE.
6. The applicant will not use any funds made available under AELA for the purpose of supporting or providing programs, services, or activities for individuals who are not “eligible adults” as defined in the law unless it is providing programs, services or activities related to family literacy activities.
7. The applicant will ensure that each of the identified grantee contacts (see [Attachment B](#)) has adequate time and resources to meet the expectations and fulfill the requirements of the contact role in relation to the AELA grant.
8. The applicant will provide a description of how funds awarded under AELA will be spent according to the instructions outlined in the annual budget template.
9. The applicant will provide a description of any cooperative arrangements the eligible provider has with any other agencies, institutions, or organizations for the delivery of adult education and literacy activities.
10. The applicant will retain sole responsibility for the project even if subcontractors are used to perform certain services.
11. The applicant will complete and submit Quarterly Performance Reports by the published due dates.
12. The applicant will complete and submit Interim Financial Reports by the published due dates.
13. The applicant will complete and submit an Annual Financial Report (part of the annual budget template) by the published due date.
14. The applicant will comply with all state policies and requirements.
15. The applicant will maintain and use the LACES adult education reporting system, and submission of available data will be in accordance with guidelines set forth by CDE.
16. The applicant will participate in program evaluation, including but not limited to onsite and desktop monitoring and data analysis.

Termination Policy

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

Examples include but are not limited to:

- Provider fails to offer the required services/instruction

- Funds are improperly used
- Consortium lead agency fails to follow responsibilities
- Program fails to update weekly or quarterly, as applicable, input of program data and/or complete required reports in a timely manner
- Monitoring results indicate programmatic issues or evidence of noncompliance
- Program fails to reach performance targets

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

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

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

Note: If the grant application is approved, funding will not be awarded until all signatures are in place. Please attempt to obtain all signatures before submitting the application. The signatures on this page may be original, electronic or with attached email approval.

Part IE: RFA Financial Management Survey

Entity Name:

	DUNS #		Date:	
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Purpose

This survey is intended to collect information about the capacity and ability of the applicant to manage federal and/or state grant funds. Information from the report will be used to assess an organization's structure and capacity-building needs and identify any appropriate technical assistance and/or resources to strengthen operations.

Procedure

Completion of this report is required. Applicant organizations are advised to make sure that the person or persons completing this form are those responsible for and knowledgeable about the organization's financial management functions. This information will be taken into consideration as part of the grant application. Scores will determine if the organization's level of risk to manage grant funds is high, medium, or low, and these scores will be utilized in determining potential awards.

Risk Assessment

The risk score determines the order in which state staff will evaluate and monitor the grant program.

- **High Risk** - A score over 20 requires **intensive monitoring and improvement** based on a thorough evaluation of the grant project.
- **Medium Risk** - A score between 8 and 20 requires evaluation of areas that **need improvement** and improving those areas based on the approved action plan.
- **Low Risk** - A score below 8 generally identifies that the program is at **lower** risk for potential waste, mismanagement, non-compliance or fraud.

Scoring: The following questions will be awarded a score ranging from 0 to 5.

5 - High Risk / 0 - Low Risk

Financial Management Survey		SCORE
1	Is the Applicant on the Federal or State Debarment List, including the USDA National Disqualified List and State 501C3 list? (If yes, no need to go further)	
	Yes (25) No (0)	
2	Is the entity in good standing on the State 501c3 list?	
	Yes (0) No (5) N/A (0)	
3	Does entity have an active, no exclusion, DUNS Number?	
	Yes (0) No (10)	
4	Has the agency or principals thereof ever been suspended or debarred from receiving state or federal grants or contracts?	
	Yes (5) No (0)	
5	Has the agency ever had a government contract, project, or agreement terminated?	
	Yes (5) No (0)	
6	Does the agency employ a finance director with at least three years of experience in accounting at this type of entity?	
	Yes (0) No (5)	
7	Has there been changes in fiscal/program personnel in the previous year?	
	Yes (5) No (0)	
8	Does the entity use a commercial/licensed financial software system?	
	Yes (0) No (5) If Yes – what system:	
9	Does this system ensure that grant funds are not comingled with general operating funds?	
	Yes (0) No (5)	
10	How many years has the organization been in existence?	
	Fewer than two years (4)	
	2-5 years (3)	
	6-10 years (2)	
	11-14 years (1)	
	15 years or more (0)	

11	Does the Agency have experience managing other federal, state, local or private funds?	
	0-1 years of experience (4)	<input type="checkbox"/>
	2-4 years of experience (3)	<input type="checkbox"/>
	5-7 years of experience (2)	<input type="checkbox"/>
	8-10 years of experience (1)	<input type="checkbox"/>
	More than 10 years of experience (0)	<input type="checkbox"/>
12	Does the Agency have experience administering state funds or other grants that provide funds for services to a comparable target population?	
	0-1 years of experience (4)	<input type="checkbox"/>
	2-4 years of experience (3)	<input type="checkbox"/>
	5-7 years of experience (2)	<input type="checkbox"/>
	8-10 years of experience (1)	<input type="checkbox"/>
	More than 10 years of experience (0)	<input type="checkbox"/>
13	Has the entity received awards from CO Department of Education in the past? If Yes, which program and year (list here)?	
	Yes (0)	No (1)
14	Number of years that the Program Fiscal Contact has been in the position as of the application date?	
	Less than 1 year of experience (4)	
	1-2 years of experience (3)	
	3-5 years of experience (2)	
	6-9 years of experience (1)	
	10 years+ (0)	
15	Does the entity 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 (0)	No (5)
16	Amount of grant award requested for this project:	
	\$300,000 + (4)	
	\$200,000 - \$299,999 (3)	
	\$100,000 - \$199,999 (2)	
	\$50,000 - \$99,999 (1)	
	\$0 - \$49,999 (0)	
17	Single Audit Status (answer only if you receive MORE THAN \$750k in federal funding from other resources):	
	No single audit performed (5)	
	Received a Program and Fiscal audit finding (4)	

Adult Education and Literacy Act (AELA)

Due by: Tuesday, May 4, 2021, by 11:59 pm MT

Application Scoring

CDE Use Only

Narrative (Required)

Section A:	Learner Demographics and Applicant Experience	/30
Section B:	Proposed Instructional Program, Professional Development and Evaluation	/39
Section C:	Partnership	/15
Section D:	Budgeting and Financials	/27
Total:		/111

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

Strengths:

-
-

Weaknesses:

-
-

Required Changes:

-
-

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

Selection Criteria and Evaluation Rubric

The following criteria will be used by reviewers to evaluate the application as a whole. In order for an application to be recommended for funding, it must receive at least 77 points out of the 111 possible points (70%), and all required elements must be addressed.

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

Applicants may consider incorporating 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 sources¹:

- **U.S. Census Bureau American Community Survey:** <https://www.census.gov/programs-surveys/acs>
- **Colorado Labor Market Information:** <https://www.colmigateway.com/>
- **Colorado Regional and Local Workforce Area Plans:** <https://cwdc.colorado.gov/wioa/regional-and-local-plans>
- **Colorado Annual Talent Pipeline Reports:** <https://cwdc.colorado.gov/colorado-talent-pipeline-report>
- **Colorado Demography Office:** <https://demography.dola.colorado.gov/>
- **Colorado Workforce Development Council Workforce Innovation and Opportunity Act Toolkits & Case Studies:** <https://cwdc.colorado.gov/resources/guides-frameworks#WIOA>
- **Bureau of Labor Statistics:** <https://www.bls.gov/lau/#cntyaa>
- **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>

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

¹ The Colorado Department of Education Office of Adult Education Initiatives provides this information solely as a resource; sharing of the information does not constitute any endorsement of these services or organizations. The Office of Adult Education Initiatives does not control or guarantee the accuracy, relevance, timeliness, or completeness of this outside information.

Section A: Learner Demographics and Applicant Experience	Minimally Addressed or Does Not Meet Criteria	Met Some but Not All Identified Criteria	Addressed Criteria but Did Not Provide Thorough Detail	Met All Criteria with High Quality	TOTAL
1) Applicant provided information concerning the percentage of eligible adults expected to be enrolled in the adult education and literacy programs funded by the grant who are members of minority groups.	0	1	2	3	
2) Applicant provided information concerning the percentage of eligible adults in the area to be served using grant money who have not completed ninth grade and are not enrolled in or have not completed adult education and literacy programs.	0	1	2	3	
3) Applicant provided information concerning the percentage of eligible adults in the area to be served using grant money who do not have a high school diploma or equivalency and who are not currently enrolled in adult education and literacy programs.	0	1	2	3	
4) Applicant provided information concerning the percentage of eligible adults expected to be enrolled in the adult education and literacy programs funded by the grant who are receiving either state or federal public assistance or the percentage of eligible adults in the area to be served who are unemployed workers.	0	1	2	3	
5) Applicant provided information detailing whether the adult education provider serves eligible adults who have not completed ninth grade or may otherwise be identified as lowest-level learners.	0	1	2	3	
6) Applicant provided information demonstrating that the applicant is an experienced adult education provider with a strong record of providing education, career, and supportive service navigation to assist adult learners in attaining employment, enrolling in postsecondary education, engaging in civic activities, or supporting their own children or children for whom they provide care in achieving academic success and, specifically, success with learners who have not completed ninth grade or may otherwise be identified as lowest-level learners.	0	5	10	15	
Reviewer Comments:					
Total Out of 30 Points					

Section B: Proposed Instructional Program, Professional Development and Evaluation	Minimally Addressed or Does Not Meet Criteria	Met Some but Not All Identified Criteria	Addressed Criteria but Did Not Provide Thorough Detail	Met All Criteria with High Quality	TOTAL
<p>1) Applicant provided a description of the instructional program that the applicant plans to implement using the grant money.</p> <p>a. The information contained in the “21-22 AELA Locations List” Excel workbook will be considered as part of this rubric item.</p> <p>b. The information contained in the “21-22 Staff List” Excel workbook will be considered as part of this rubric item.</p>	0	4	8	12	
<p>2) Applicant provided a description of the professional development program that the applicant plans to implement for educators to assist adult students achieve their educational and career goals.</p>	0	2	4	6	
<p>3) Applicant provided the measurable goals of the adult education and literacy program that the applicant expects to achieve using the grant money, including student outcomes identified by the Department such as employment and entrance into postsecondary education or training.</p> <p>a. The information contained in the following sheets within the “21-22 AELA Performance Outcomes” Excel workbook will be considered as part of this rubric item: sheet 4-WDP Selection or 5-EAP Selection (whichever applies); sheet 6-Graduation Requirements (if applicable).</p>	0	4	8	12	
<p>4) Applicant provided a description of how the applicant will monitor and evaluate the implementation of the proposed program.</p>	0	3	6	9	
Reviewer Comments:					
Total Out of 39 Points					

Section C: Partnership	Minimally Addressed or Does Not Meet Criteria	Met Some but Not All Identified Criteria	Addressed Criteria but Did Not Provide Thorough Detail	Met All Criteria with High Quality	TOTAL
<p>1) Information is provided demonstrating that the applicant is an active member of a workforce development partnership or an education attainment partnership and a description of services and responsibilities of each of the partnership members.</p> <p>a. The information contained in the relevant Partnership Signature Page (either “Part IB: Workforce Development Partnership Signature Page” or “Part IC: Education Attainment Partnership Signature Page”) will be considered as part of this rubric item.</p> <p>b. The information contained in the “21-22 AELA Partner List” Excel workbook will be considered as part of this rubric item.</p>	0	5	10	15	
Reviewer Comments:					
Total Out of 15 Points					

Section D: Budgeting and Financials	Minimally Addressed or Does Not Meet Criteria	Met Some but Not All Identified Criteria	Addressed Criteria but Did Not Provide Thorough Detail	Met All Criteria with High Quality	TOTAL
<p>1) An explanation of the cost of the instructional and student support program that the applicant plans to implement using the grant money and an explanation of how grant funding will be used to supplement and not supplant any funding currently being used on workforce preparation activities.</p>	0	4	8	12	
<p>2) A completed budget template with sufficient detail. The “21-22 AELA Budget” Excel workbook will be considered as part of this rubric item.</p>	0	3	6	9	
<p>3) Total score on the “Request for Application Financial Management Survey” is as follows:</p> <ul style="list-style-type: none"> • A score below 8 earns 6 rubric points • A score between 8 and 20 earns 4 rubric points • A score over 20 earns 2 rubric points • Incomplete or missing survey earns 0 rubric points 	0	2	4	6	
Reviewer Comments:					
Total Out of 27 Points					

Attachment A: Reviewer Application Process

Funding Opportunities

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

Reviewer Request

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

Review Teams

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

Reviewer Training

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

Assignment and Distribution of Applications

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

Review Day

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

Funding Decisions

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

Applicant Notification

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

Attachment B: 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 AELA 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 AELA 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 AELA budget (in addition to the primary and secondary contact).
- Participates in fiscal grant training as needed.
- May be asked to provide additional fiscal reports as needed.

Authorized Representative

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

LACES 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.

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.

Local Assessment Coordinator (if needed, depending on the performance measure outcomes the applicant selects)

- Successfully completes assessment administrator training as required.
- Ensures assessment materials are safeguarded.