

Funding Opportunity

Recorded Application Information Webinar: **Monday, Dec. 2, 2024**

Available on the Adult Education Initiatives (AEI) [Prospective Grantee webpage](https://www.cde.state.co.us/cdeadult/prospectivegrantees).

[Intent to Apply Due](https://app.smartsheet.com/b/form/4ec3f0dcf75a4099bfc66835340f416d): **Friday, Dec. 20, 2024**

[Applications Due](https://colorado.egrantsmanagement.com/): **Monday, March 31, 2025, by 6 p.m. MT**

Application will open in GAINS on Monday, January 6, and close on Monday, March 31.

|  |
| --- |
| Adult Education and Literacy Act (AELA) Grant Program Pursuant to Colorado SB 23-007 |

**Program Questions:**

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**Note:** The following version of the application is intended as a reference document for instructions and grant application planning purposes.

**Applications for the AELA Grant must be submitted in** [**GAINS**](https://colorado.egrantsmanagement.com/)**.**

Submission of application materials either in hard copy or via

e-mail will not be accepted.

The application window will open in GAINS on Monday, Jan. 6, 2025, and close on Monday, March 31, 2025, at 6 p.m. MT

[More information about GAINS is available on CDE’s website.](https://www.cde.state.co.us/gains)

# Accessing GAINS

Applicants are required to complete the [Intent to Apply form](https://app.smartsheet.com/b/form/4ec3f0dcf75a4099bfc66835340f416d). The form identifies who in the organization should have the role of **User Access Administrator.** Once submitted, CDE will provide access to the User Access Administrator and ensure the application appears for the organization. The User Access Administrator will then have the authority to add additional individuals with access to the GAINS platform.

# Introduction

SB23-007, the Adult Education and Literacy Act (AELA), requires providers to offer eligible adults basic education in literacy, digital literacy, and numeracy that leads to additional skills acquisition, postsecondary credential attainment, and employment. Eligible adults may earn a high school diploma or equivalency certificate. The act describes services that providers may offer to eligible adults, which include in-person or online instruction, the development of learning plans, coaching, and mentorship. The act permits the Colorado Department of Education (CDE) to use data matching with relevant state agencies to determine post-program participation outcomes.

SB24-051, “Concerning Modifications to Enhance Adult Education in Colorado,” allows community colleges, area technical colleges, and local district colleges to develop and implement minimum graduation requirements for a high school diploma based on requirements established and approved by the local district college’s board of trustees. Colleges are required to award a high school diploma to a student who successfully completes the high school graduation requirements approved by a local district college board of trustees.

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 revised statutes, [C.R.S. 22-10-104](https://leg.colorado.gov/sites/default/files/images/olls/crs2023-title-22.pdf#page=313), and the revised State Board of Education Rules, [1 CCR 301-98](https://www.sos.state.co.us/CCR/DisplayRule.do?action=ruleinfo&ruleId=3215&deptID=4&agencyID=109&deptName=Department%20of%20Education&agencyName=Colorado%20State%20Board%20of%20Education&seriesNum=1%20CCR%20301-98).

# Purpose

The Colorado General Assembly created the adult education and literacy grant program to provide funding for adult education providers that are members of workforce development partnerships, through which eligible adults receive basic education in literacy, digital literacy, and numeracy that leads to additional skill acquisition, a high school diploma or an equivalency certificate, postsecondary credential attainment, and employment; or education attainment partnerships that assist adults in attaining basic literacy, digital literacy, and numeracy skills that lead to additional skill acquisition, and may lead to a high school diploma or an equivalency certificate, postsecondary credentials and employment, for the participating adults and their children or the children for whom they provide care in response to their findings outlined in [legislative declaration 22-10-102](https://leg.colorado.gov/sites/default/files/2023a_007_signed.pdf).

# 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 workforce board, as defined in section 8-83-203, C.R.S., that oversees a workforce development program described in the "Colorado Career Advancement Act;"
* A one-stop partner, as described in section 8-83-216, C.R.S., under the "Colorado Career Advancement Act" or
* A consortium of entities described above.

An **education attainment partnership** means a collaboration that assists adults in attaining basic literacy, digital 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 as the lead agency and one other partner which is one of the following: 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.

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

* A workforce 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 workforce development council created in article 46.3 of title 24, C.R.S.

A **workforce development partnership** means a collaboration that assists adults in attaining basic literacy, digital literacy, and numeracy skills leading to additional skill acquisition, postsecondary credentials, and employment. At a minimum, a workforce development partnership must include at least one adult education provider and at least one workforce development provider.

# Performance Outcomes

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 outcome options for establishing goals and reporting on the effectiveness of each program that receives a grant. The outcomes menu provides four categories of performance outcomes:

1. Additional Skill Acquisition Outcomes
2. Secondary Diploma or Equivalent Outcomes
3. Postsecondary Credential Attainment Outcomes
4. Employment Outcomes

Within those four categories, grantees may select from 29 individual outcome measures. Definitions and validation requirements for each outcome are found in the AELA Outcomes Menu & Validation Requirements guidance in [Appendix C](#_Appendix_C:_AELA).

All performance outcomes are available to AELA grantees, regardless of their identification as a Workforce Development Partnership (WDP) or Educational Attainment Partnership (EAP); however, Workforce Development Partnership grantees will establish program-level annual outcomes rates targets for all four categories of performance categories while Educational Attainment Partnership grantees will establish program-level annual outcomes rates targets for the Additional Skill Acquisition Outcomes category and may establish program-level annual outcomes rates targets for any of the other three categories.

WDP Grantee-selected Program Level Targets:

* Required annually:
  + Percent of current learners meeting an outcome - Additional Skill Acquisition Outcomes Category
  + Percent of current & alumni learners meeting an outcome - Secondary Diploma or Equivalent Outcomes Category
  + Percent of current & alumni learners meeting an outcome - Postsecondary Credential Attainment Outcomes Category
  + Percent of current & alumni learners meeting an outcome - Employment Outcomes Category

EAP Grantee-selected Program Level Targets:

* Required annually:
  + Percent of current learners meeting an outcome - Additional Skill Acquisition Outcomes Category
* Optional annually:
  + Percent of current & alumni learners meeting an outcome - Secondary Diploma or Equivalent Outcomes Category
  + Percent of current & alumni learners meeting an outcome - Postsecondary Credential Attainment Outcomes Category
  + Percent of current & alumni learners meeting an outcome - Employment Outcomes Category

Grantee-selected targets for the first year of the grant cycle will be set in this application. Grantee selected targets for subsequent years of the grant cycle will be set through grantee reporting to AEI prior to the start of each successive program year.

Additionally, AEI has established required overall outcomes targets, inclusive of all outcomes categories, for all AELA grantees, regardless of partnership type, for the percent of current and alumni learners who achieve an outcome:

* 2025 - 2026: 40%
* 2026 - 2027: 42%
* 2027 - 2028: 44%
* 2028 - 2029: 46%

For grantee-selected program level targets, the denominator will be the number of current year AELA learners with any outcome goal set, met, or active within that program year which falls within that outcomes goal category. Current year learners are those who have activity (intake, enrollment, assessment, or hours) in the current program year. The numerator of grantee-selected program level targets will be the total outcomes achieved within that goal category by current learners only for the Additional Skill Acquisition Outcomes category of goals and the sum of outcomes achieved by both current and alumni learners within the goal category for the other three goal categories. Alumni learners are those who were AELA-funded current learners in a prior program year not earlier than 7/1/2021 who have no activity (intake, enrollment, assessment, or hours) in the current program year. (Alumni learners are not measured in the denominator of these rates).

For AEI-established overall outcomes targets, the denominator will be the number of current year AELA learners. Current year learners are those who have activity (intake, enrollment, assessment, or hours) in the current program year. The numerator of AEI-established overall outcomes targets will be the total outcomes achieved by both current and alumni learners. Alumni learners are those who were AELA-funded current learners in a prior program year not earlier than 7/1/2021 who have no activity (intake, enrollment, assessment, or hours) in the current program year. (Alumni learners are not measured in the denominator of these rates).

These targets, established by the applicant and by AEI, 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 office shall not renew the grant for subsequent fiscal years.

Data collection and reporting on learner goals will occur following the timelines indicated in the Data Assurances. Data reporting will be monitored on a bi-monthly basis unless data indicates a need for additional frequency. Progress toward grantee-selected and AEI-established targets will be monitored quarterly unless data indicates a need for additional frequency.

# Available Funds and Duration of Grant

Approximately $3,019,565 is available for the 2025-2026 fiscal year, with funding contingent on approval of appropriations from the State Legislature. Grants will be awarded for a four-year term beginning July 1, 2025, and ending June 30, 2029. Additional grant funding for subsequent years will also be contingent upon annual appropriations by the State Legislature, and grantees meeting all grant, fiscal, and reporting requirements. Funds must be expended by June 30 annually.

Funding in subsequent years for grantees is contingent upon funding appropriations and 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. The department may audit the records and accounts of grant recipients. Adult education providers shall make the records and accounts available to the department upon request.

# 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 and Literacy Programs may include (C.R.S. §22-10-104(II)):

* In-person or online instruction;
* The development of documented learning plans describing courses or credits an eligible adult needs to complete an adult education and literacy program and fulfill the graduation requirements of the program;
* Coaching between an adult education provider and an eligible adult related to the student’s pace and progress with the learning plan described in subsection (1)(a)(II)(B);
* Mentorship between a coach and an eligible adult to facilitate the completion of the eligible adult’s learning plan described in subsection (1)(a)(II)(B) of this section to prepare the student to succeed in the adult education and literacy program and in the eligible adult’s future endeavors.

Funds **must** be used to provide services to eligible adults who lack sufficient mastery of the basic literacy, digital literacy, and numeracy skills necessary to enable the person to function effectively in the workplace. (C.R.S. 22-10-103(3)(c)(III)).

An eligible adult, as defined in C.R.S. 22-10-103, means a person who

* Is at least seventeen years of age;
* Is not enrolled in a public or private secondary school; and
* Lacks a high school diploma or its equivalent; or
* Is in need of English language instruction; or
* Lacks sufficient mastery of the basic literacy, digital literacy, and numeracy skills necessary to enable the person to function effectively in the workplace.

Administrative costs associated with reporting and documentation requirements must not exceed 10% of the awarded funds. (C.R.S. 22-10-105(1)(c)(I)).

# Evaluation and Reporting

Each adult education provider that receives a grant through the Adult Education and Literacy Act (AELA) Grant Program is required to follow the reporting requirements outlined in the Assurances included in this Request for Applications (RFA). They are also required to report, at a minimum, the following information to the Department:

* Program reporting:
  + Mid-year report
  + Continuation application
  + End-of-year report
* Fiscal reporting:
  + Interim financial report (IFR)
  + Annual financial report (AFR)

Mid-year, Continuation application, and End-of-year reporting will focus on the reporting requirements described in C.R.S. §22-10-105(1)(c)(I):

* the number of adult students who participated in each of the types of programs and services provided;
* demographic information of each eligible adult enrolled in an adult education and literacy program, including age, gender, race, ethnicity, native language, zip code, and income;
* 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 and the literacy skills gained.

See [Appendix E](#_Appendix_E:_Sample)for sample Mid-year report, Continuation Application, and End-of-year report questions.

Education providers receiving a grant through the Adult Education and Literacy Act (AELA) Grant Program may be selected for a site visit by CDE program staff during the four-year grant cycle.

AEI will also use the targets described in the Performance Outcomes section of this RFA 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 office shall not renew the grant for subsequent fiscal years.

# Data System Requirements

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. 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 and follow CDE’s data suppression rules.

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

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

# Application Assistance and Intent to Apply

A recorded application training webinar will be posted on CDE’s Adult Education Initiatives [Prospective Grantees webpage](https://www.cde.state.co.us/cdeadult/prospectivegrantees) on Monday, Dec. 2, 2024. Applicants may submit questions about the grant application to the AEI Office using the [2025-29 AELA Grant Application Q&A Form](https://forms.gle/7VEtmf8CBZSeegjd9).

If interested in applying for this funding opportunity, submit the [Intent to Apply](https://app.smartsheet.com/b/form/4ec3f0dcf75a4099bfc66835340f416d) by **Friday, Dec. 20, 2024**. Completing the Intent to Apply is a required component of the application process. Completing the Intent to Apply assists CDE in knowing who needs access to the application in GAINS and providing access guidance, securing enough peer reviewers, and provides an avenue to communicate important updates with potential applicants. Completing the Intent to Apply does not obligate an entity to submit an application for funding.

# Review Process and Notification

Applications will be accepted in GAINS from January 6, 2025, to March 31, 2025. Applications will be reviewed by CDE staff and peer reviewers to ensure they contain all required components. Applicants will be notified of scores and preliminary funding status no later than the end of April 2025. Final Grantee approval is expected to take place at the May 2025 State Board of Education (SBE) meeting.

Reviewer Application Evaluation

Each application will be evaluated solely on the criteria identified in this document. Once all applications have been evaluated, the review panel will submit its recommendations to CDE. CDE will then recommend the funding recipient(s) to the state board. See [Appendix A](#_Appendix_A:_Reviewer) for a summary of the reviewer application process.

**Note:** This is a competitive process – applicants must score at least 179 points out of the 255 possible narrative points (70%) to be approved for funding. Applications that score below 179 points may be asked to submit revisions that would bring the application up to a fundable level, after all fundable applications are scored.

Funding Decisions

Per 1 CCR 301-98, CDE has up to 60 days to review applications. Within 45 days of the date that the department finalizes its funding recommendations, based on these recommendations and available funding, the State Board of Education (SBE) will award grants to adult education providers. 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 it to CDE (the specific process will be outlined by CDE when the Grant Award Letters are released).

There is no guarantee that submitting an application will result in funding. All award decisions are final. CDE anticipates that preliminary recommendations will be made in April 2025. Grantee approval is expected to take place at the May 2025 State Board of Education (SBE) meeting.  Funding notification letters will follow SBE approval. This notification provides grantees the authority to begin incurring expenses under the grant. Grant award letters will be provided after all necessary spending authority has been received and processed, which will not occur until after the start of the state fiscal year. Applicants that do not meet the qualifications may reapply for future grant opportunities.

If there are multiple applications that have met the minimum point threshold, and the requested amount of funds exceeds the amount of available funds, applicants will be awarded funds based on the highest point scores until funds are depleted.

# Submission Process and Deadline

All application materials and resources are available on AEI’s [Prospective Grantees webpage](https://www.cde.state.co.us/cdeadult/prospectivegrantees). Applications must be completed and submitted through [GAINS](https://colorado.egrantsmanagement.com/) by **Monday, March 31, 2025, 6 p.m.** GAINS applications should be moved through the approval process to at least “Draft Completed” to signify completion.

Attachments or addendums not listed in the Required Elements section cannot be utilized to address the required elements or be factored into the scoring and are therefore not allowed.

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.

# Required Elements

Applicants will submit the following information in GAINS. See the Evaluation Rubric for specific selection criteria in [Attachment B](#_Attachment_B:_Application).

Part I: Applicant Information

Part II: Application Narrative

Section A: Learner Demographics and Applicant Experience

Section B: Populations Served with Federal Adult Education Funding

Section C: Proposed Adult Education and Literacy Program

Section D: Partnerships

Section E: Data Evaluation and Program Success

Section F: Digital Literacy

Section G: Budgeting and Financials

Part III: Program Assurances

# Part I: Applicant Information

Responses should be completed in the online GAINS application form

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | | | |
| **Lead Applicant Information** | | | | | | | | |
| **Program Name** | |  | | | | **UEI #** |  | |
| **Mailing Address** | |  | | | | **LEA/BOCES Code (if applicable)** | |  |
| **Website** | |  | | | | | | |
| **Lead Applicant Organization Type** | | | | | | | | |
| **☐** School District  **☐** Board of Cooperative Services  **☐** State Institution of Higher Education  **☐** Local District College  **☐** Area Technical College  **☐** Community-Based Nonprofit Agency or Organization  **☐** Indian Tribe or Nation | | | | **☐** Charter School  **☐** Library  **☐** Literacy Council or Other Literacy Institute  **☐** Business Or Business Association  **☐** Volunteer Literacy Organization  **☐** Local Workforce Board  **☐** One-Stop Partner | | | | |
| **☐** Consortium of Adult Education Providers (if so, list the organizations’ names and types: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)  **☐** Other (if so, describe: ) | | | | | | | | |
| **Authorized Representative Information** | | | | | | | | |
| **Name** |  | | **Title** | |  | | | |
| **Telephone** |  | | **E-mail** | |  | | | |
| **Fiscal Manager Information** | | | | | | | | |
| **Name** |  | | **Title** | |  | | | |
| **Telephone** |  | | **E-mail** | |  | | | |
| **Primary Program Contact Information** | | | | | | | | |
| **Name** |  | | **Title** | |  | | | |
| **Telephone** |  | | **E-mail** | |  | | | |
| **Secondary Program Contact Information** | | | | | | | | |
| **Name** |  | | **Title** | |  | | | |
| **Telephone** |  | | **E-mail** | |  | | | |

# Part II: Narrative and Budget

Responses should be completed in the online GAINS application form and should not exceed 500 words per question unless otherwise stated. Although the system can save your work in progress, applicants may find it useful to compose answers in a separate document and copy them into the form.

For those applicants that have previously received funding from AELA, the expectation is that the narrative responses will include references to that award, where applicable. For example, discuss how the funds contributed to the program and what still needs to be accomplished. Applicants should demonstrate ongoing and improved capacity in the program and a well-developed plan for sustainability.

**Narrative Questions**

Section A: Learner Demographics and Applicant Experience

1. Describe your experience running adult education programs, recruiting, and retaining adult learners, and ensuring equity in recruitment.
2. Describe how the applicant will recruit learners to enroll in the program (e.g., marketing, community outreach) and the evidence, or research, basis for that recruitment plan.
3. Describe how recruitment will target and support learners with multiple barriers, learners with disabilities, and learners with low levels of literacy, numeracy, and digital literacy.
4. Estimate annual numbers of adult learners to be served under the grant program for each of the four years of the grant cycle. Then, describe how you arrived at the estimates. Include supporting evidence for the annual enrollment projections that indicates how many eligible adults reside in the applicant's intended service area, and state what percent of the eligible adults in the area are projected to be served using these grant funds.
   1. 2025-2026:
   2. 2026-2027:
   3. 2027-2028:
   4. 2028-2029:
   5. Description:
5. Provide 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 and your experience ensuring outcomes for diverse populations.

Section B: Populations Served with Federal Adult Education Funding

1. Are you currently a federal Adult Education and Family Literacy Act (AEFLA) grantee?
2. Using evidence to support claims, describe how, per §22-10-104(1)(c), C.R.S., the program proposed by the applicant will serve populations that are underserved by federal funding? Applicants may consider addressing the following in their description:
   * Comparable services are not offered within 50 or more miles of the proposed applicant program location(s).
   * Comparable services are offered near the proposed applicant program location(s), but adult learners do not have access to reliable transportation that would allow them to use those services.
   * Comparable services are offered in the area, but the other program(s) do not have enough space/available classes to fulfill the need.
   * Comparable services are currently offered by the applicant but there is not enough financial capacity to fulfill the need.

Section C: Proposed Adult Education and Literacy Program

1. List the locations where you plan to offer services in the first year (2025-2026) of the four-year grant cycle. For each location, describe the number of classes/workshops to be offered, the projected number of seats in each class, and the types of programming that will be available.
2. Provide a summary of the applicant’s class and/or workshop schedule, including projected orientation, assessment (for classes only), and enrollment periods for the first year of the grant cycle (covering the time frame from July 1, 2025, through June 30, 2026). The schedule should demonstrate sufficient intensity (such as hours of instruction per month) and duration (such as months of engagement in service) to adequately support students in achieving grant outcomes and ideally will not include breaks in programming greater than six consecutive weeks.
3. Referencing the schedule described above, describe how the program offers flexible scheduling and provides wraparound supports for adults to engage in instruction (such as childcare, food and housing assistance, mental health services, etc.) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.
4. Describe in detail the intake and orientation processes at your program including:
   1. Timeframe for orientation completion.
   2. Communications with learners in their native language as available and applicable.
   3. Goal setting.
   4. Procedures informing class and/or workshop placement determinations.
5. Using the chart below, describe the staff that you estimate will work on the grant program in the first year (2025-2026) of the grant cycle. The numbers listed below should support the learner estimates provided in Section A, question 4 and the location and class estimates provided in Section C, question 8.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Staff Type | Job Role | | | | Years of Experience in Adult Education | | | Certifications | | | | |
| Local-level Administrative / Supervisory / Ancillary Services | Local Counselors | Local Paraprofessionals | Local Teachers | Less than one year | One to three years | More than three years | No certification | Adult Education Certificate | K-12 Certification | Special Education Certification | TESOL Certification |
| Total Number of Part-time Staff |  |  |  |  |  |  |  |  |  |  |  |  |
| Total Number of Full-time Staff |  |  |  |  |  |  |  |  |  |  |  |  |
| Total Unpaid Volunteers |  |  |  |  |  |  |  |  |  |  |  |  |

1. Describe your plan to hire and maintain a staff of educators and other program personnel and how will you onboard, maintain, and continuously improve staff quality through professional development?

Section D: Partnerships

1. Select the partnership type for which you are applying:

Workforce Development Partnership

Educational Attainment Partnership

1. If applying as a workforce development partnership, provide contact information for the required partner only for the proposed program.

Lead applicant information was provided in Part I of the RFA and does not need to be re-submitted here. If the Lead Applicant is an Adult Education Provider, complete the Workforce Development Provider section below only. If the Lead Applicant is a Workforce Development Provider, complete the Adult Education Provider section below only.

|  |  |  |  |
| --- | --- | --- | --- |
| **Adult Education Provider** | | | |
| **Provider Type** | | | |
| **☐** School District  **☐** Board of Cooperative Services  **☐** State Institution of Higher Education  **☐** Local District College  **☐** Area Technical College  **☐** Community-Based Nonprofit Agency or Organization  **☐** Indian Tribe or Nation | | **☐** Charter School  **☐** Library  **☐** Literacy Council or Other Literacy Institute  **☐** Business Or Business Association  **☐** Volunteer Literacy Organization  **☐** Local Workforce Board  **☐** One-Stop Partner | |
| **☐** Consortium of Adult Education Providers  **☐** Other (if so, describe:) \_\_\_\_\_ | | | |
| **Organization Name** |  | | |
| **Mailing Address** |  | | |
| **Website** |  | | |
| **Primary Contact Information** | | | |
| **Name** |  | **Title** |  |
| **Telephone** |  | **E-mail** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Workforce Development Provider** | | | |
| **Provider Type** | | | |
| **☐** Workforce Development Program ("Colorado Career Advancement Act", part 2 of article 83 of title 8, C.R.S.)  **☐** Program Supported by the State Workforce Development Council (article 46.3 of title 24, C.R.S.)  **☐** Other (if so, describe: \_\_\_\_\_) | | | |
| **Organization Name** |  | | |
| **Mailing Address** |  | | |
| **Website** |  | | |
| **Primary Contact Information** | | | |
| **Name** |  | **Title** |  |
| **Telephone** |  | **E-mail** |  |

If applying as an education attainment partnership, provide contact information for the required partner for the proposed program.

|  |  |  |  |
| --- | --- | --- | --- |
| **Other Education Provider** | | | |
| **Other Education Provider Type (select only one checkbox)** | | | |
| **☐** Elementary School  **☐** Secondary School  **☐** Charter School  **☐** School District | | **☐** Board of Cooperative Services  **☐** State Institution of Higher Education  **☐** Local District College  **☐** Area Technical College | |
| **Organization Name** |  | | |
| **Mailing Address** |  | | |
| **Website** |  | | |
|  |  | | |
| **Primary Contact Information** | | | |
| **Name** |  | **Title** |  |
| **Telephone** |  | **E-mail** |  |

1. Provide information demonstrating how the applicant is a member of an active workforce development partnership or an education attainment partnership and a description of services and responsibilities of each of the partnership members. If your agency is applying as an EAP and you will function as both the lead agency and the other education provider, describe how the other education provider will substantially support your program as the lead agency (outside of the services you as the lead agency propose to provide).
2. List no more than three additional partners (not including the Workforce Development or Educational Attainment partners) and provide rationale as to why these partnerships are critical for program delivery. Rationale must include information around partner type, responsibilities in program provision to low-skilled, low-income adults, services provided to learners, wrap-around services, etc.
3. What strategies will you implement to maintain and grow your external partnerships? This information may address growth and maintenance related to the partners listed in Questions 16 and 17 as well as other partnerships you may explore throughout the 2025-2029 AELA grant cycle.

Section E: Data Evaluation and Program Success

1. Workforce Development Partnership applicants **ONLY**:

List your required grantee-selected program level targets for the first year (2025-2026) of the four-year grant cycle. Then, describe how you arrived at the estimates. Include supporting evidence for your selected targets using data from your program.

Please note that only outcomes met by current learners will count in the Additional Skill Acquisition Outcomes Category of goals. All other categories of goals may be met by both current and alumni learners). Refer to Appendix C for the complete list of outcomes by category. Review the Performance Outcomes section of the RFA for additional explanation on the calculation of the rates below.

* 1. Additional Skill Acquisition Outcomes: numerator / denominator, %
  2. Secondary Diploma or Equivalent Outcomes: numerator / denominator, %
  3. Postsecondary Credential Attainment Outcomes: numerator / denominator, %
  4. Employment Outcomes: numerator / denominator, %
  5. Description:

Education Attainment Partnership applicants **ONLY**:

List your required and optional (if applicable) grantee-selected program level targets for the first year (2025-2026) of the four-year grant cycle. Then, describe how you arrived at the estimates. Include supporting evidence for your selected targets using data from your program.

Please note that only outcomes met by current learners will count in the Additional Skill Acquisition Outcomes Category of goals. All other categories of goals may be met by both current and alumni learners. Refer to Appendix C for the complete list of outcomes by category. Review the Performance Outcomes section of the RFA for additional explanation on the calculation of the rates below.

1. Additional Skill Acquisition Outcomes: numerator / denominator, %
2. Secondary Diploma or Equivalent Outcomes: NA or numerator / denominator, %
3. Postsecondary Credential Attainment Outcomes: NA or numerator / denominator, %
4. Employment Outcomes: NA or numerator / denominator, %
5. Description:
6. Describe how your program plans to meet or exceed the AEI-established overall outcomes targets for each of the four years of the grant cycle. (Review the Performance Outcomes section of the RFA for additional explanation on the calculation of the rates below):

* 2025- 2026: 40%
* 2026- 2027: 42%
* 2027- 2028: 44%
* 2028- 2029: 46%

Include in the description anticipated areas of strength and barriers, how both current and alumni learners will contribute to meeting targets and supporting evidence for your program’s ability to meet the required targets using data.

1. Describe how your program will approach meeting the requirements listed in the Data Assurance including all of the following. This question may exceed the 500-word limit:

* LACES System Administrator Responsibilities
* Intake Data Entry Requirements
* Assessment Data Entry Requirements (if applicable)
* Class/Workshop Data Entry Requirements
* Attendance Data Requirements
* Goal Data Requirements
* Customer Satisfaction Data Requirements
* Staff Data Entry Requirements
* Data Monitoring Requirements
* Data Privacy Requirements

1. Provide an estimate of how many staff members will need LACES user permissions for each user permission level. (Please note that each funded grantee will have one single staff member assigned as their Local LACES System Administrator. This staff member should be included in the “Read/Write” option below). Then describe how data collection, entry, monitoring, reporting, and privacy responsibilities will be distributed across staff members working on the grant program.
   1. Read Only:
   2. Read/Write:
   3. Teacher I:
   4. Teacher II:
   5. Teacher III:
   6. Teacher IV:
   7. Description:

Section F: Digital Literacy

Note: The National Digital Inclusion Alliance (NDIA) defines digital literacy as the skills associated with using technology that enables them to find, evaluate, organize, create, disseminate, and communicate information online. NDIA defines digital equity as a state in which all individuals and communities have the information technology capacity needed for full participation in society, democracy, and economy. It includes access to affordable, high-speed internet; access to affordable, web-enabled technology, and access to relevant and high quality, effective training and support for digital skill development and use.

1. How does your program design take into consideration digital literacy and address digital equity?
2. How are digital literacy and technology effectively integrated into your program to improve learner 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?
3. How do you provide staff with training and support to increase their own digital literacy skills?
4. Will you offer distance education? Yes/No
   1. If yes, which mode(s) will be provided: Asynchronous, Synchronous, Both
5. If you are providing digital learning or distance education, demonstrate the effectiveness and intention of your design and implementation in each of the following areas:
   1. Providing instructors and staff with training that empowers them to provide high quality distance education instruction.
   2. Orienting learners to the online learning environment and providing ongoing, timely support.
   3. Setting and communicating clear learner expectations for attendance and participation and processes for follow up if expectations are not met.
   4. Building community and supporting learner engagement.
   5. Ensuring distance instruction meets the same rigor, intensity, and standards alignment as an in-person class or workshop.
   6. Assessing and evaluating distance education instruction and practices, including the use of data and learner and instructor feedback.
6. For applicants who intend to provide asynchronous distance education via an AEI-approved digital learning platform, select the platforms that will be used to report instructional hours in classes and/or workshops.

Section G: Budgeting and Financials

Proposed budgets will be completed in GAINS. Completion will include line-item explanations for the cost of the instruction, facilities and operations for the Adult Education and Literacy Act program over one year. Please review [Appendix D](#_Appendix_D:_CDE) for additional resources and guidance for completing a CDE budget.

1. If the applicant is a public or private non-profit agency, submit proof of non-profit status (from the Internal Revenue Service). Non-scored.
2. If the applicant is a public or private non-profit agency, submit evidence of financial stability (most recent one years’ annual report and audit). Non-scored.
3. List the total funds requested. This should match the budget request.
4. Provide 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 for programming.
5. See [Attachment C](#_Attachment_C:_Financial_1), Financial Management Risk Assessment for questions. Questions will be answered in GAINS. See rubric for scoring.

# Part III: Program Assurances

Applicants will review the Assurances listed in this section and then signify agreement within the AELA application in GAINS. All assurances are required unless otherwise noted and are subject to change prior to the start of the 2025-26 program year.

Uploading these documents is not required. DocuSign envelopes will be sent prior to the start of the program year to obtain signatures.

* AELA Accessible Design Assurances - Draft
* AELA Assessment Assurances (if applicable) - Draft
* AELA Attendance Assurances- Draft
* AELA Data Assurances- Draft
* AELA Distance Education and Digital Learning Assurances (if applicable) - Draft
* AELA Fiscal Assurances- Draft
* AELA General Program Assurances- Draft
* AELA Professional Learning Assurances - Draft
* AELA Transition Planning Assurances- Draft

# Attachment A: Application Score Sheet

For CDE Use Only

|  |  |  |
| --- | --- | --- |
| **Narrative (Required)** | |  |
| Section A: | Learner Demographics and Applicant Experience | /35 |
| Section B: | Populations Served with Federal Adult Education Funding | /16 |
| Section C: | Proposed Adult Education and Literacy Program | /42 |
| Section D: | Partnerships | /47 |
| Section E: | Data Evaluation and Program Success | /48 |
| Section F: | Digital Literacy | /37 |
| Section G: | Budgeting and Financials | /30 |
|  | **Total:** | **/255** |

**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:**



# Attachment B: Application Evaluation Rubric and Scoring

The following criteria will be used by reviewers to evaluate the application. For the application to be recommended for funding, it must receive at least 179 points out of the 255 possible narrative points. and all required elements must be addressed. An application that scores below 179 points may be asked to submit revisions that would bring the application up to a fundable level after all fundable applications are scored.

**Scoring Definitions**

* Minimally Addressed or Does Not Meet Criteria - information not provided or partially incomplete
* Addressed Criteria with Sufficient Detail - adequate response, but not thoroughly developed or high-quality response
* Met All Criteria with High Quality - clear, concise, and well thought out response

**Section A: Learner Demographics and Applicant Experience**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Minimally Addressed or Does Not Meet Criteria** | **Addressed Criteria with Sufficient Detail** | **Met all Criteria with High Quality** | **Total** |
| 1. Narrative provides a description of the applicant’s experience running adult education programs, recruiting and retaining adult learners, and ensuring equity in recruitment. High quality responses will provide an overview of previous experience in adult education programs, describe equitable, evidence-based recruitment strategies used with diverse student populations, include evidence demonstrating retention rates and retention strategies that address barriers to participation. | 0 | 6 | 9 |  |
| 1. High quality responses will include an evidence-based, detailed recruitment plan. Responses may include prior recruitment successes, highlight data-informed strategies, include best practices used with target populations, and reference a variety of methods, etc. | 0 | 3 | 5 |  |
| 1. High quality responses will describe recruitment practices that target and support learners with multiple barriers, learners with disabilities, and learners with low levels of literacy, and the evidence for the recruitment plan and supports. | 0 | 3 | 5 |  |
| 1. Narrative provides projections of the number of eligible adults to be served in each year of the grant award. High quality response will include supporting evidence and rationale for each category included, indicate how many eligible adults reside in the applicant's intended service area, and state what percent of the eligible adults in the area were projected to be served using these grant funds. | 0 | 6 | 9 |  |
| 1. High quality responses will provide estimated enrollment data demonstrating the percentages of eligible adults from minority groups and will elaborate on experience ensuring outcomes for diverse populations, including, but not limited to, prior success, culturally responsive practices, evidence-based strategies, program design, partnership, etc. | 0 | 5 | 7 |  |
|  |  | **Total out of 35 Points** | |  |

**Reviewer Comments:**

**Section B: Populations Served with Federal Adult Education Funding**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Minimally Addressed or Does Not Meet Criteria** | **Addressed Criteria with Sufficient Detail** | **Met all Criteria with High Quality** | **Total** |
| 1. Current federal Adult Education and Literacy Act (AEFLA) grantee status.   If applicant is not a current AEFLA grantee, award full points. If applicant is a current AEFLA grantee, award 0 points. | 0 | NA | 10 |  |
| 1. ONLY applies to applicants with current AEFLA funding. Non AEFLA grantees will not be scored.  High quality responses demonstrate that proposed learner populations are not served with federal funding. They will show lack of program and service duplication within a proposed range of service, indicate how proposed services fill a gap, express need for service due to other adult education provider capacity and space, and financial capacity to offer more services. | 0 | 3 | 6 |  |
|  |  | **Total out of 16 Points** | |  |

**Reviewer Comments:**

**Section C: Proposed Adult Education and Literacy Program**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Minimally Addressed or Does Not Meet Criteria** | **Addressed Criteria with Sufficient Detail** | **Met all Criteria with High Quality** | **Total** |
| 1. High quality responses will list each location where services will be provided, including the number of classes/workshops listed by site, projected number of seats per class/workshop, and the types of programming available. | 0 | 2 | 4 |  |
| 1. Narrative provides class/workshop schedules that include orientation, assessment, and enrollment periods for the program year (July 1, 2025, to June 30, 2026). Schedules demonstrate sufficient intensity and duration to support learners in achieving grant outcomes. Schedules ideally do not include breaks more than six consecutive weeks. | 0 | 2 | 4 |  |
| 1. High quality responses will reference the schedule in Question 9 and provide detailed evidence, strategies, and program design that demonstrate how flexible scheduling and specific wraparound supports are provided for individuals with disabilities or other special needs to attend and complete programs. | 0 | 5 | 10 |  |
| 1. High quality narrative responses will include all the following information regarding intake and orientation processes: timeframe for orientation(s), use multilingual practices and resources that support learners in native languages as available and applicable, AELA goal setting practices, and procedures informing class/workshop placement decisions. | 0 | 5 | 10 |  |
| 1. Applicant provided estimates of staff roles, years of experience, and certifications for part- and full-time staff and volunteers. High quality responses will show capacity to effectively serve the learner estimates provided in Section A, Question 4 and class estimates in Section C, Question 8. If staff to learner ratios and class estimates are insufficient, full points are not recommended. | 0 | 3 | 6 |  |
| 1. High quality responses will detail hiring plans for proposed staff roles in Question 12 and outline plans to provide evidence-based professional development to increase staff capacity and retention. It will reference specific areas of improvement and address all staff roles indicated in Question 12. | 0 | 4 | 8 |  |
|  |  | **Total out of 42 Points** | |  |

**Reviewer Comments:**

**Section D: Partnerships**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Minimally Addressed or Does Not Meet Criteria** | **Addressed Criteria with Sufficient Detail** | **Met all Criteria with High Quality** | **Total** |
| 1. Applicant selected a Workforce Development Partnership (WDP) or Education Attainment Partnership (EAP) type.   If the applicant selected Workforce Development Partnership, award 20 points. | 0 | N/A | 20 |  |
| 1. Applicant provided required WDP or EAP partner contact information. (Unscored) | N/A | N/A | N/A |  |
| 1. High quality responses provide details demonstrating the applicant is a member of an active WDP or an EAP with the partner indicated in Question 15. This may include length of partnership, frequency of meetings, referral processes, what partnership looks like, the level of involvement in program design, etc. High quality responses will also include a description of services and responsibilities of each of the partnership members and how they support programming. | 0 | 10 | 15 |  |
| 1. High quality responses include three additional partners and detailed rationale as to why each partnership is critical to service provision. Rationale will include information such as partner type, responsibilities in program provision to low-skilled, low-income adults, services provided to learners, wrap-around services, etc.   Important: Partners listed in this question must be different from the primary partnership indicated in Question 15. | 0 | 4 | 8 |  |
| 1. High quality responses will provide clear strategies to maintain current partnerships and develop new ones of the 2025-2029 AELA grant cycle. Responses may address partners listed in the previous questions or others that may be explored in the future. | 0 | 2 | 4 |  |
|  |  | **Total out of 47 Points** | |  |

**Reviewer Comments:**

**Section E: Data Evaluation and Program Success**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Minimally Addressed or Does Not Meet Criteria** | **Addressed Criteria with Sufficient Detail** | **Met all Criteria with High Quality** | **Total** |
| 1. Criteria for this item differs by partnership type but scoring is the same. Use the relevant partnership criteria when scoring.   Workforce Development Partnership Applicants. Applicant will enter estimated targets for all outcome categories for 2025-26. High quality responses will use program data and other evidence to provide rationale for target percentages.  OR  Education Attainment Partnership Applicants  Applicant will enter required (Additional Skill Acquisition Outcomes) and optional (if applicable) targets for 2025-26. High quality responses will use program data and other evidence to provide rationale for target percentages. High quality responses will address goals in more than one outcome category. | 0 | 4 | 8 |  |
| 1. Responses will include a description of how the applicant will meet or exceed AEI-established targets in each year of the four-year grant cycle. High quality responses will use local program data and other evidence to specifically address each year with anticipated areas of strength and barriers and anticipated contributions of current and alumni learners to meet or exceed AEI targets. | 0 | 6 | 12 |  |
| 1. Narrative responses will address how the applicant will meet all requirements of AEI’s Data Assurances.    1. LACES System Administrator Responsibilities    2. Data Entry Requirements for Intake, Assessment (if applicable), Classes/workshops, Attendance, Goals, Customer Satisfaction, Staff data    3. Data monitoring requirements    4. Data privacy   High quality responses may include detailed local monitoring processes that demonstrate consistency and review, collection and validation of learner documentation, local data conversations, etc. | 0 | 10 | 20 |  |
| 1. Applicants will estimate the number of staff for each LACES user permission role. High quality responses will describe how data collection, entry, monitoring, reporting, and privacy responsibilities will be distributed across staff. | 0 | 4 | 8 |  |
|  |  | **Total out of 48 Points** | |  |

**Reviewer Comments:**

**Section F: Digital Literacy**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Minimally Addressed or Does Not Meet Criteria** | **Addressed Criteria with Sufficient Detail** | **Met all Criteria with High Quality** | **Total** |
| 1. High quality responses will include details of how digital literacy and digital equity are addressed in programming and services. This may include plans for digital skill instruction, device access, access to broadband, digital inclusion partnerships, the use of digital navigators, etc. | 0 | 2 | 4 |  |
| 1. High quality responses will demonstrate how digital literacy is integrated to support involvement in three areas employment, involvement in children’s education and active civic participation. All three areas must be addressed separately in detail. | 0 | 6 | 12 |  |
| 1. High quality responses will include detailed plans to assess staff digital literacy skills and provide support to empower staff in their instruction. | 0 | 3 | 5 |  |
| 1. Response indicates “yes” or “no.” Award 0 points for “no” selection and 6 points for “yes” selection. | 0 | NA | 6 |  |
| 1. High quality responses will demonstrate intentional design and implementation in the following areas.    1. Staff development focused on providing high quality distance education instruction. Response may include training on relevant platforms, best practices in digital learning/distance education, etc.    2. A detailed plan for learner onboarding and ongoing tech support. This may include setting digital literacy skill levels prior to enrollment and/or helping learners successfully navigate an online environment.    3. Description of distance learning expectations, how they are communicated to learners, and process for follow up.    4. Evidence-based strategies to build engagement and community in online learning environments.    5. Instructional content and quality (rigor, intensity and standards) align with in-person practices as much as possible.    6. Describes processes for regular data-informed evaluation of platforms and practices using digital platform data, learner and instructor feedback. | 0 | 5 | 10 |  |
| 1. Applicant selected AEI-approved digital learning platforms. (Unscored) | N/A | N/A | N/A |  |
|  |  | **Total out of 37 Points** | |  |

**Reviewer Comments:**

**Section G: Budgeting and Financials**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Minimally Addressed or Does Not Meet Criteria** | **Addressed Criteria with Sufficient Detail** | **Met all Criteria with High Quality** | **Total** |
| 1. Applicant indicates non-profit status and uploads evidence if applicable. (Unscored item) | N/A | N/A | N/A |  |
| 1. If applicant is a non-profit agency, will submit evidence of financial stability. (Unscored item) | N/A | N/A | N/A |  |
| 1. Applicant included total funds requested and it matches the amount of the GAINS budget. | 0 | 3 | 6 |  |
| 1. The narrative provides 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 for programming. High quality responses include detailed descriptions of line items, investments in operational and facility costs, direct student services (instructional or supportive), investment in staff retention, and adequate funds budgeted for student materials and resources. | 0 | 8 | 16 |  |
| 1. Total score on the “Financial Management Risk Survey” is as follows:    1. A score below 8 earns 6 rubric points    2. A score between 8 and 20 earns 4 rubric points    3. A score over 20 earns 2 rubric points    4. Incomplete or missing survey earns 0 rubric points | 0 | 4 | 8 |  |
|  |  | **Total out of 30 Points** | |  |

# 

# Attachment C: Financial Management Risk Assessment

**Request for Application Financial Management Risk Assessment**

|  |
| --- |
| **Organization Name:** |
| **UEI #:**  **Expire Date:** |

**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. This survey is also an opportunity for GFMU staff to identify the potential technical assistance required, should the entity be awarded. No feedback will be provided from the score of this survey.

**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 federal 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 CDE 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 25.** | | | | | | | | | | | | | | |
| 1. Is the applicant on the [Federal Debarment List](https://www.dol.gov/agencies/ofccp/debarred-list), including the [USDA National Disqualified List](https://www.eauth.usda.gov/eauth/b/usda/login?showmobilelinc=true&TRYIWA=TRUE&TYPE=33554433&REALMOID=06-780bbc2b-8189-490a-8fdf-d1c5b14bfc41&GUID=&SMAUTHREASON=0&METHOD=GET&SMAGENTNAME=-SM-fmKNI27Ux5IHVTgSU5TbVjchJYAUY1oBI4Jf826DhtMvMrFuudjyAnsxHEtlYhsE1KTM%2FIXHV2dKr48%2F5hYwbGMV474HJImM%2BJdB0hvusf4GcsRbLGO0YkypujXkiBCU&TARGET=-SM-HTTPS:%2F%2Fsnp.fns.usda.gov%2Fndlweb%2FWelcome.action) and registered with the Colorado Secretary of State? (If yes, no need to go further) | | | | | | | | | | **Yes** | | | | **No** |
| 25 | | | | 0 |
| 1. Is the entity in good standing on the Secretary of State [State 501C3 list](https://www.coloradosos.gov/ccsa/pages/search/basic.xhtml?_gl=1*7l3jj2*_ga*MjU2MDQ3MjQuMTcwNzkzMjY5NQ..*_ga_JDK6PLVHDW*MTcxMTExNzQ3MC40LjEuMTcxMTExNzc1NC4wLjAuMA..)? | | | | | | | **N/A** | | | **Yes** | | | | **No** |
| 0 | | | 0 | | | | 5 |
| 1. Is this a Federal Grant Application (or Federal Funds pass-through)? | | | | | | | **N/A** | | | **Yes** | | | | **No** |
| 0 | | | 5 | | | | 0 |
| 1. Does entity have an active, no exclusion, UEI Number ([Unique Entity ID - Sam.gov](https://sam.gov/content/duns-uei))? | | | | | | | | | | **Yes** | | | | **No** |
| 0 | | | | 10 |
| 1. Has the agency or principals thereof ever been suspended or debarred from receiving state or federal grants or contracts? | | | | | | | | | | **Yes** | | | | **No** |
| 5 | | | | 0 |
| 1. Has the agency ever had a grant agreement terminated, through CDE or another agency? | | | | | | | | | | **Yes** | | | | **No** |
| 5 | | | | 0 |
| 1. Does the agency employ a finance director with at least three years of experience in accounting at this type of entity? | | | | | | | | | | **Yes** | | | | **No** |
| 0 | | | | 5 |
| 1. Does the entity use a commercial/licensed financial software system?   If Yes, what system: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | **Yes** | | | | **No** |
| 0 | | | | 5 |
| 1. Does this system ensure that grant funds are not comingled with general operating funds? | | | | | | | | | | **Yes** | | | | **No** |
| 0 | | | | 5 |
| 1. How many years has the organization been in existence? | | **<2** | | **2-5 Years** | | | | **6-10 Years** | | **11-14 Years** | | | | **15+ Years** |
| 4 | | 3 | | | | 2 | | 1 | | | | 0 |
| 1. Does the Agency have experience managing other federal, state, local or private funds? | | **0-1 Years** | | **2-4 Years** | | | | **5-7 Years** | | **8-10 Years** | | | | **>10 Years** |
| 4 | | 3 | | | | 2 | | 1 | | | | 0 |
| 1. Does the Agency have experience administering federal funds or other grants that provide funds for services to a comparable target population? | | **0-1 Years** | | **2-4 Years** | | | | **5-7 Years** | | **8-10 Years** | | | | **>10 Years** |
| 4 | | 3 | | | | 2 | | 1 | | | | 0 |
| 1. Has the entity received federal or state awards from the Colorado Department of Education in the past?   If Yes, which program(s) and year(s)? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | **Yes** | | | | **No** |
| 0 | | | | 1 |
| 1. 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** | | | | **No** |
| 0 | | | | 5 |
| 1. Amount of grant award requested for this project: | | **$300,000+** | | **$200,000-$299,999** | | | | **$100,000-$199,999** | | **$50,000-$99,999** | | | | **$0-$49,999** |
| 4 | | 3 | | | | 2 | | 1 | | | | 0 |
| 1. Single Audit Status (answer only if you receive MORE THAN $1M in federal funding from other resources):   \*Finding refers to a material weakness, significant deficiency, or questioned costs. | **No Single Audit Performed** | | **Received a Program and Fiscal Audit Finding** | | **Received a Fiscal Audit Finding** | | | | **Received a Program Audit Finding** | | | | **No Findings** | |
| 5 | | 4 | | 3 | | | | 2 | | | | 0 | |
| 1. Financial Audit (answer if not required to have a Single Audit, but instead a standard financial audit): | | **No Audit Performed for Prior Year** | | | | **Financial Audit Completed for Prior Year with no Findings** | | | | | **Audit Performed for Prior Year with Findings** | | | |
| 5 | | | | 0 | | | | | 5 | | | |
| 1. Submit a copy of most recent single audit or financial audit. Based on this submission, please indicate the percentage of grant budget being applied for as compared to total operating budget. (grant budget divided by total operating budget). | | **>40%** | | **31%-39%** | | | | **20%-30%** | | **6%-19%** | | | | **<5%** |
| 4 | | 3 | | | | 2 | | 1 | | | | 0 |
| **Total Score:** | | | | | | | | | | | |  | | |

\*As indicated on the entities most recent single audit review.

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

|  |  |  |
| --- | --- | --- |
|  |  |  |
| Preparer Name (Typed/Printed) |  | Preparer Title (Typed/Printed) |
|  |  |  |
| Preparer Signature |  | Date |

# Appendix A: Reviewer Application Process

**Funding Opportunities**

The CDE Grants Program Administration (GPA) 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 other states as relevant.

**Reviewer Selection**

GPA works with program staff to select reviewers from those who express an interest in scoring the grant applications. 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.

**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 reviewers, approximately four to six applications are assigned and distributed to each reviewer via Google folders. Reviewers receive their assigned applications, scoring materials, and instructions from GPA or program staff. Each reader independently reviews the applications, scores them and provides feedback. The scores are then returned to GPA and are averaged.

**Funding Decisions**

Following the grant review, GPA or program staff compile the scores and feedback forms from each reviewer. Application 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 will be notified via GAINS and e-mail in April 2025. The notification includes the status of their application, the review feedback, and any required changes. Non-funded applicants may follow up with the program if they have any questions on the process or their review feedback.

# Appendix 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 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 Adult Education and Literacy grant for each type of contact are outlined below.

**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.

**Primary Contact**

* Serves as the main point of contact between the grantee and AEI and is included on all communications.
* Implements the grantee’s Adult Education and Literacy Grant program application and complies with grant requirements.
* Attends all mandatory training.
* 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 Adult Education and Literacy grant 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.

**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.

**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.
* Ensures the local program has policies and procedures in place to carry out NRS testing.

**Distance Education Coordinator (if providing Distance Education activities)**

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

**LACES (or Data System) 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 data and reporting.
* Creates user accounts and maintains a user list, notifying AEI if there are any staffing/permission changes.
* Attends training as needed.
* Maintains a working knowledge of data entry, though this individual may not perform frequent data entry duties.
* Maintains a working knowledge of data reporting.

**Professional Learning Coordinator**

* Ensure all local staff are trained on relevant AELA policies and assurances.
* Supports the program director or designees in observing instructional staff.
* Provides guidance in professional learning to local staff.
* Assesses local program and class-level performance.
* Gathers data regarding teacher and student needs to inform professional learning activities.
* Delivers training, or contracts with experienced professionals to do so.
* Shares local, state, and national training opportunities with program staff.

# Appendix C: AELA Outcomes Menu & Validation Requirements

To support grantees in understanding the data validation requirements for the goals measured in AELA grant, the list below has been created to show how each goal must be validated. Any goals met and validated will only count in performance outcomes rates if earned and validated within the program year which begins on July 1 and concludes on June 30 annually. Grantees are responsible for reporting set and met goals in the LACES data system. Grantees are also responsible for acquiring and uploading required validation documentation in LACES before marking a learner’s goal as “met” in the data system, including labelling goal validation documentation with the correct document type in order for it to be approved by AEI.

1. **Category: Additional Skill Acquisition Outcomes**

There are fourteen (14) goals in this category. These outcomes can only be met by current year learners. Current year learners are those who have activity (intake, enrollment, assessment, or hours) in the current program year. This category of goals is not included in performance outcomes rates if achieved while a learner is an alumnus.

1. Post-test educational functioning level (EFL) gain
   1. Definition: Increasing an Educational Functioning Level (EFL) which has not already been completed by the learner and which is not the result of an EFL regression using any of the National Reporting System (NRS) tests approved in the State of Colorado's Assessment Policy for the WIOA Title II, AEFLA grant.
   2. Validation method:
      1. This can be validated in the LACES data system through an automatic ingest of computer-based, or computer scored NRS tests into LACES (where available per test vendor), or
      2. This can be validated by manually assessment data entry of NRS test records in LACES.
   3. Frequency: This outcome can be achieved multiple times within the same program year.

1. Pass a high school equivalency sub-test
   1. Definition: Achieving a score of 145 or higher on any GED test subject area where the tester has not already previously achieved or surpassed that score or achieving a score 8 on the HiSET Mathematics, Science, Social Studies, Language Arts — Reading subject tests or a score of 2 on the HiSET Language Arts — Writing subject test where the tester has not previously achieved or surpassed that score.
   2. Validation method:
      1. This can be validated in the LACES data system through an automatic ingest of computer-based, or computer scored High School Equivalency (HSE) test records, or
      2. This can be validated by uploading official GED, HiSET or DiplomaSender documentation in the learner’s record in LACES which shows learner full name and test scores, subject area, and dates.
   3. Frequency: This outcome can be achieved multiple times within the same program year.

1. Complete of 40 hours of Digital Literacy instruction
   1. Definition: Attending 40 or more hours of digital literacy instruction aligned to the Digital Skills Framework in the Bridges Digital Resilience Toolkit. Digital literacy hours recorded in LACES do not count toward NRS post-testing hours requirements. In cases where grantees cannot disaggregate class or workshop hours between NRS subject areas and digital literacy hours they should report the same number of hours attended under both the “Instruction - (Subject Area)” hours type and the “Digital Literacy” non-instructional hours type.
   2. Validation method: This can be validated by recording 40 “Digital Literacy” hours for a learner in a class record, workshop record, or a combination of hours in class and workshop records in LACES. Hours must be earned within a single program year, beginning July 1st and concluding June 30th annually. Grantees must also maintain program records demonstrating how the hours recorded align to the Digital Skills Framework which AEI may choose to monitor. Should the program records not show alignment, any “met” outcomes for this goal will be removed.
   3. Frequency: This outcome can be achieved once ever.

1. Pass three Northstar Digital Literacy certificates
   1. Definition: Passing three unique proctored Northstar Digital Literacy assessments which the learner has not previously passed.
   2. Validation method:
      1. This can be validated by uploading documentation of each certificate obtained by the learner, including their full name and the date the certificate was obtained. All three certificates should be combined into a single PDF and uploaded to the learner’s LACES record. OR
   3. Frequency: This outcome can be achieved once per program year.

1. Complete 40 hours of Financial Literacy instruction
   1. Definition: Attending 40 or more hours of financial literacy instruction aligned to the Colorado Academic Standards in Financial Literacy. Financial literacy hours recorded in LACES do not count toward NRS post-testing hours requirements. In cases where grantees cannot disaggregate class or workshop hours between NRS subject areas and financial literacy hours they should report the same number of hours attended under both the “Instruction - (Subject Area)” hours type and the “Financial Literacy” non-instructional hours type.
   2. Validation method: This can be validated by recording 40 “Financial Literacy” hours for a learner in a class record, workshop record, or a combination of hours in class and workshop records in LACES. Hours must be earned within a single program year, beginning July 1st and concluding June 30th annually. Grantees must also maintain program records demonstrating how the hours recorded align to the Colorado Academic Standards in Financial Literacy which AEI may choose to monitor. Should the program records not show alignment, any “met” outcomes for this goal will be removed.
   3. Frequency: This outcome can be achieved once ever.

1. Obtain a Green Card
   1. Definition: Obtaining a Green Card (a Permanent Resident Card) within the program year.
   2. Validation method: This can be validated by uploading a copy of the green card displaying the learner’s full name and the issue date.
   3. Frequency: This outcome can be achieved once ever.
2. Obtain US citizenship
   1. Definition: Obtaining US citizenship within the program year.
   2. Validation method: This can be validated by uploading a copy of the Certificate of Citizenship or Naturalization displaying the learner’s full name and the issue date.
   3. Frequency: This outcome can be achieved once ever.

1. Obtain a driver license
   1. Definition: Obtaining Colorado driver license within the program year.
   2. Validation method: This can be validated by uploading a copy of the driver license displaying the learner's full name and the issue date.
   3. Frequency: This outcome can be achieved once ever.

1. Vote in a congressional, state, or local election
   1. Definition: Voting in a congressional, state, or local election within the program year.
   2. Validation method:
      1. This can be validated by uploading any documentation displaying the learner’s name and the election in which they voted, or
      2. This can be validated by completing the AELA Voting Outcome Attestation Form.
   3. Frequency: This outcome can be achieved once per program year.

1. Completion of 40 hours of Family Literacy Instruction
   1. Definition: Attending 40 or more hours of family literacy instruction aligned to a set of family literacy content standards which the grantee has adopted. (AEI suggests using the Parent/Family Content Standards of the Texas Adult Education and Literacy Content Standards v. 4 as a starting place if the grantee has not yet adopted a set of family literacy content standards). Family literacy hours recorded in LACES do not count toward NRS post-testing hours requirements. In cases where grantees cannot disaggregate class or workshop hours between NRS subject areas and family literacy hours they should report the same number of hours attended under both the “Instruction - (Subject Area)” hours type and the “Family Literacy” non-instructional hours type.
   2. Validation method: This can be validated by recording 40 “Family Literacy” hours for a learner in a class record, workshop record, or a combination of hours in class and workshop records in LACES. Hours must be earned within a single program year, beginning July 1st and concluding June 30th annually. Grantees must also maintain program records demonstrating how the hours recorded align to their adopted set of family literacy content standards which AEI may choose to monitor. Should the program records not show alignment, any “met” outcomes for this goal will be removed.
   3. Frequency: This outcome can be achieved once ever.

1. Earn a bronze level National Career Readiness Certificate (NCRC)
   1. Definition: Score a minimum level score of 3 on the ACT WorkKeys Applied Math, Graphic Literacy, and Workplace Documents Assessments.
   2. Validation method:
      1. This can be validated by uploading a copy of the learner’s NCRC certificate in LACES, or
      2. This can be validated by uploading a copy the Credly badge verification record in LACES displaying the learner’s full name, badge earned, and date.
   3. Frequency: This outcome can be achieved once ever.

1. Earn a silver level National Career Readiness Certificate (NCRC)
   1. Definition: Score a minimum level score of 4 on the ACT WorkKeys Applied Math, Graphic Literacy, and Workplace Documents Assessments. Note: Learners meeting this outcome will also meet the bronze level NRCR outcome if they have not previously earned that outcome.
   2. Validation method:
      1. This can be validated by uploading a copy of the learner’s NCRC certificate in LACES, or
      2. This can be validated by uploading a copy the Credly badge verification record in LACES displaying the learner’s full name, badge earned, and date.
   3. Frequency: This outcome can be achieved once ever.

1. Earn a gold level National Career Readiness Certificate (NCRC)
   1. Definition: Score a minimum level score of 5 on the ACT WorkKeys Applied Math, Graphic Literacy, and Workplace Documents Assessments. Note: Learners meeting this outcome will also meet the bronze and silver level NRCR outcomes if they have not previously earned those outcomes.
   2. Validation method:
      1. This can be validated by uploading a copy of the learner’s NCRC certificate in LACES, or
      2. This can be validated by uploading a copy the Credly badge verification record in LACES displaying the learner’s full name, badge earned, and date.
   3. Frequency: This outcome can be achieved once ever.

1. Earn a platinum level National Career Readiness Certificate (NCRC)
   1. Definition: Score a minimum level score of 6 on the ACT WorkKeys Applied Math, Graphic Literacy, and Workplace Documents Assessments. Note: Learners meeting this outcome will also meet the bronze, silver, and gold level NRCR outcomes if they have not previously earned those outcomes.
   2. Validation method:
      1. This can be validated by uploading a copy of the learner’s NCRC certificate in LACES, or
      2. This can be validated by uploading a copy the Credly badge verification record in LACES displaying the learner’s full name, badge earned, and date.
   3. Frequency: This outcome can be achieved once ever.
2. **Category: Secondary Diploma or Equivalent Outcomes**

There are two (2) goals in this category. These outcomes can be met by both current year learners and alumni learners. Current year learners are those who have activity (intake, enrollment, assessment, or hours) in the current program year. Alumni learners are those who were AELA-funded current learners in a prior program year not earlier than 7/1/2021 who have no activity (intake, enrollment, assessment, or hours) in the current program year.

1. Secondary Credential Attainment
   1. Definition: Achieving a US high school diploma, including competency-based high school diplomas and adult high school diplomas, within the program year where the learner has not previously achieved a US high school diploma or equivalent.
   2. Validation method:
      1. This can be validated by uploading a copy of the learner’s diploma in LACES displaying their full name and date on which the diploma was conferred, or
      2. This can be validated by uploading a copy of the learner’s secondary transcripts in LACES displaying their full name and date on which the diploma was conferred.
   3. Frequency: This outcome can be achieved once ever. Learners cannot earn both outcomes in this category.
2. Secondary Equivalent Credential Attainment
   1. Definition: Achieving a Colorado high school equivalency diploma within the program year where the learner has not previously achieved a US high school diploma or equivalent.
   2. Validation method:
      1. This can be validated in the LACES data system through an automatic ingest the learner’s diploma record, or
      2. This can be validated by uploading a copy of the learner’s HSE diploma or official GED, HiSET or DiplomaSender documentation in the learner’s record in LACES which shows learner full name, diploma earned, and date conferred.
   3. Frequency: This outcome can be achieved once ever. Learners cannot earn both outcomes in this category.

1. **Category: Postsecondary Credential Attainment Outcomes**

There are four (4) goals in this category. These outcomes can be met by both current year learners and alumni learners. Current year learners are those who have activity (intake, enrollment, assessment, or hours) in the current program year. Alumni learners are those who were AELA-funded current learners in a prior program year not earlier than 7/1/2021 who have no activity (intake, enrollment, assessment, or hours) in the current program year.

1. Passing a high school equivalency sub-test at the college ready level
   1. Definition: Achieving a score of 165 or higher on any GED test subject area where the tester has not already previously achieved or surpassed that score or achieving a score 15 on the HiSET Mathematics, Science, Social Studies, Language Arts — Reading subject tests or a score of 4 on the HiSET Language Arts — Writing subject test where the tester has not previously achieved or surpassed that score.
   2. Validation method:
      1. This can be validated in the LACES data system through an automatic ingest of computer-based, or computer scored High School Equivalency (HSE) test records, or
      2. This can be validated by uploading official GED, HiSET or DiplomaSender documentation in the learner’s record in LACES which shows learner full name and test scores, subject area, and dates.
   3. Frequency: This outcome can be achieved multiple times within the same program year.

1. Postsecondary entrance
   1. Definition: Enrolling in any post-secondary education or training institution at a non-developmental level in a program of study that is credit bearing or leads to a post-secondary or industry-recognized credential. Learners may be co-enrolled in AELA programming and services when they enter the post-secondary education or training program.
   2. Validation method: This can be validated by uploading official documentation in LACES from the post-secondary institution or training provider in which demonstrates enrollment at the non-remedial level in a program of study that is credit bearing or that leads to a post-secondary or industry-recognized credential which displays the learner’s full name and enrollment date.
   3. Frequency: This outcome can be achieved once ever.

1. Postsecondary transcript progress
   1. Definition: Completing a minimum of 12 credit hours per semester, or for part time students a total of at least 12 credit hours over the course of two completed consecutive semesters during the program year.
   2. Validation method: This can be validated by uploading a copy of the learner’s postsecondary transcripts in LACES which displays the learner’s full name, credits completed, and dates.
   3. Frequency: This outcome can be achieved once per program year.

1. Postsecondary credential attainment
   1. Definition: Achieving a two- or four-year degree or an industry-recognized credential from any postsecondary education or training provider within the program year. Learners may be co-enrolled in AELA programming and services when they attain the post-secondary education or training program credential.
   2. Validation method:
      1. This can be validated by uploading a copy of the learner’s degree or industry recognized credential in LACES which displays the learner’s full name and date conferred, or
      2. This can be validated by uploading a copy of the learner’s postsecondary transcripts, or other official documentation from the postsecondary institution or training provider, in LACES which displays the learner’s full name, degree or credential awarded, and date conferred.
   3. Frequency: This outcome can be achieved once per program year.

1. **Category: Employment Outcomes**

There are nine (9) goals in this category. These outcomes can be met by both current year learners and alumni learners. Current year learners are those who have activity (intake, enrollment, assessment, or hours) in the current program year. Alumni learners are those who were AELA-funded current learners in a prior program year not earlier than 7/1/2021 who have no activity (intake, enrollment, assessment, or hours) in the current program year.

1. Pass WorkKeys Essential Skills assessment
   1. Definition: Score at or above the 84th percentile in each measured essential skill on ACT WorkKeys Essential Skills assessment.
   2. Validation method:
      1. This can be validated by uploading a copy of the learner’s Examinee Report or the Roster Report in LACES displaying the learner’s full name, date assessed, and percentile scores for each of the six Essential Skills, or
      2. This can be validated by uploading a copy the Credly badge verification record in LACES displaying the learner’s full name, badge earned, and date.
   3. Frequency: This outcome can be achieved once ever.
2. Completion of one year of an apprenticeship or pre-apprenticeship program
   1. Definition: Completing one year of an apprenticeship or pre-apprenticeship program within the program year.
   2. Validation method: This can be validated by uploading documentation from the employer or apprenticeship/pre-apprenticeship provider in LACES displaying the learner’s full name and timeframe in the program to verify completion of one year of the program.
   3. Frequency: This outcome can be achieved by a learner once per program year.

1. Completion of On-the-job Training (OJT)
   1. Definition: Completing an on-the-job training program approved by the Colorado Department of Labor and Employment within the program year.
   2. Validation method: This can be validated by uploading documentation from the employer in LACES displaying the learner’s full name, verification that the OJT was completed, and completion date.
   3. Frequency: This outcome can be achieved by a learner once per program year.

1. Completion of a paid internship or work study
   1. Definition: Completing a paid internship or work study within the program year.
   2. Validation method: This can be validated by uploading documentation from the employer in LACES displaying the learner’s full name, verification that the internship or work study was completed, and completion date.
   3. Frequency: This outcome can be achieved once per program year.

1. Obtaining employment
   1. Definition: Entering employment, either full or part-time, within the program year where the learner reported an entry employment status of "Unemployed" at intake.
   2. Validation method: This can be validated by uploading copies of quarterly tax payment forms to the IRS, copies of paystubs (at least 2), signed letter or other information from employer on company letterhead attesting to an individual’s employment status, detailed case notes verified by employer and signed by the counselor (if appropriate to the program), self-employment worksheets signed and attested to by program participants, official offer of employment signed by employer in LACES displaying the learner’s full name and dates of employment.
   3. Frequency: This outcome can be achieved once ever.

1. Starting a business
   1. Definition: Starting a business within the program year where the learner had not previously operated such business.
   2. Validation method: This can be validated by uploading a completed business application or certificate of good standing from the Colorado Secretary of State.
   3. Frequency: This outcome can be achieved once ever.

1. Employment in an in-demand sector or industry
   1. Definition: Being employed, either full or part-time, within the program year in an industry identified as in-demand in the most recent Colorado Talent Pipeline Report.
   2. Validation method: This can be validated by uploading copies of quarterly tax payment forms to the IRS, copies of paystubs (at least 2), signed letter or other information from employer on company letterhead attesting to an individual’s employment status, detailed case notes verified by employer and signed by the counselor (if appropriate to the program), self-employment worksheets signed and attested to by program participants, official offer of employment signed by employer in LACES displaying the learner’s full name, industry, and dates of employment.
   3. Frequency: This outcome can be achieved once ever.

1. Livable wage tier 2
   1. Definition: Earning a wage of $19.22 per hour ($39,977.60 annually) or higher through employment, either full or part-time, within the program year.
   2. Validation method: This can be validated by uploading copies of quarterly tax payment forms to the IRS, copies of paystubs (at least 2), signed letter or other information from employer on company letterhead attesting to an individual’s employment status, detailed case notes verified by employer and signed by the counselor (if appropriate to the program), self-employment worksheets signed and attested to by program participants, official offer of employment signed by employer in LACES displaying the learner’s full name, wages, and dates of employment.
   3. Frequency: This outcome can be achieved once per program year.

1. Livable wage tier 1
   1. Definition: Earning a wage of $37.25 per hour ($77,480.00 annually) or higher through employment, either full or part-time, within the program year. Note: Learners meeting this outcome will also meet the livable wage tier 2 outcome if they have not previously earned that outcome in the program year.
   2. Validation method: This can be validated by uploading copies of quarterly tax payment forms to the IRS, copies of paystubs (at least 2), signed letter or other information from employer on company letterhead attesting to an individual’s employment status, detailed case notes verified by employer and signed by the counselor (if appropriate to the program), self-employment worksheets signed and attested to by program participants, official offer of employment signed by employer in LACES displaying the learner’s full name, wages, and dates of employment.
   3. Frequency: This outcome can be achieved by a learner once per program year.

# Appendix D: CDE Budget Resources

[GAINS Small Bites Trainings](https://www.cde.state.co.us/gains/gainstrainings)

GAINS Small Bites are short (1-5 minutes) instructional videos on the most frequently asked system assistance questions. Budget training is available.​ Each Small Bites Video is paired with step-by-step text instructions that users can download or bookmark for future reference.

# Appendix E: Sample Reporting

To support applicants in understanding the types of mi-year, continuation application, and end of year reporting they may see annually in the four-year grant cycle a selection of sample reports from prior years have been included below. These are for illustrative purposes only.

Sample Mid-year Report

**Part I: AELA Outcomes and Progress Measures**

1. What performance outcomes has your program seen success with halfway through this program year? Have there been any struggles with particular outcomes?
2. Based on your program’s progress at mid-year, do you anticipate making any adjustments to your approach to reaching your goal targets for Quarters 3-4?
3. What specific support would be helpful to your program to reach your set targets by the end of the year?
4. What has been your process for adding documentation in LACES for outcomes that require validation for learners with met goals?
5. At this time, do you anticipate making changes to your selected targets for the upcoming program year?

**Table 1: Total Performance Outcomes and as of Quarter 2 (12/31/202X)**

|  |  |
| --- | --- |
| **Performance Outcomes** | **Total Performance Outcomes as of Quarter 2 (12/31/202X)**  **For each selected Outcome below, please report the total (aggregate count of) Performance Outcomes achieved*.*** |
| Post-test Educational Functioning Level (EFL) Gain |  |
| Secondary Equivalent Credential Attainment or Secondary Credential Attainment |  |
| 2 Generation Strategies |  |
| Post-secondary Entrance |  |
| Post-secondary Credential Attainment |  |
| Obtained Employment |  |
| Employed in an In-demand Sector or Industry |  |
| Earned a Livable Wage |  |
| Completed of One Year of an Apprenticeship Program |  |
| Completed of One Year of a Pre-apprenticeship Program |  |
| Completed an On-the-job Training (OJT) Program |  |
| Completed a Paid Internship or Work Study |  |
| Obtained a Green Card |  |
| Obtained US Citizenship |  |
| Obtained a Driver's License |  |
| Voted |  |

**Table 2: Performance Outcomes and Progress Measure Targets and Actual Percentages as of Quarter 2 (12/31/202X)**

|  |  |
| --- | --- |
| **Performance Target Rate (Set)** | **Q2 Performance Target Rates (Actual)** |
| Percent of learners who will achieve 3 or more Progress Measures from the options selected above in year 1:  *If rare or exceptional circumstances have impacted the viability of reaching the goal that was set, please describe that here.* |  |
| Percent of learners who will achieve 5 or more Progress Measures from the options selected above in year 1:  *If rare or exceptional circumstances have impacted the viability of reaching the goal that was set, please describe that here.* |  |
| Percent of learners who will achieve 1 or more Outcomes from the options selected above in year 1:  *If rare or exceptional circumstances have impacted the viability of reaching the goal that was set, please describe that here.* |  |
| Percent of learners who will achieve 2 or more Outcomes from the options selected above in year 1:  *If rare or exceptional circumstances have impacted the viability of reaching the goal that was set, please describe that here.* |  |

**Part II: AELA Narrative**

1. You have been allocated ($XXX,XXX.00) this year. What amount of the AELA allocation has been spent down year-to-date? Are you on track to spend down the entire AELA allocation?
2. Is your Q2 spending reflective of what you budgeted?
3. Do you have any concerns or questions about upcoming deadlines or processes for completing IFRs?
4. What amount of AELA program income has been collected year-to-date?
5. What amount of AELA program income has been spent year-to-date?
6. Are you on track to spend all program income by 6/30/20XX?
7. Your program currently has (XXX) learners counting as “current learners”. Are you planning to enroll additional AELA learners between January and June 20XX? If yes, how many new enrollments are you anticipating/planning for? As a reminder, AELA learners will be counted in the denominator of the outcomes and progress measures if they complete an intake form, orientation session, or complete a pre-test.
8. What strategies are you using to retain learners and help them meet their set goals by the end of the Fiscal Year?
9. What career pathways have you identified as in-demand in your area?
   1. How are you building partnerships in those industries?
   2. How are you assisting learners to enter these pathways?
10. Have you attended any Local Workforce Development Board meetings? If not, have you attended any other meetings/events with staff from your Local Workforce Development Center?
11. How has the change in Office Hours format and scheduling been received by your staff?
12. How do you use the limited administrative funds you have available to maximize both your administrative and instructional staff professional learning? What professional development activities have been most valuable to you and/or your staff so far this year?

Sample Continuation Application

**Part I: Submission Instructions**

All 202X-202X AELA Grant Continuation Application documents are available on the continuation page of the Office of Adult Education Initiatives (AEI) website. All Continuation Application items (Cover Pages, Narrative, and Budget Template) must be completed and submitted in the Grantee’s “AELA FY2020X-2X” Continuation Application Syncplicity folder no later than Friday, April XX, 202X. Applications will be reviewed and edits, if needed, will be requested. Assurances will be sent to designated contacts and must be submitted through DocuSign by Friday, May XX, 202X. Additional requested documents must be submitted to Syncplicity at this time.

Sample Timeline:

1. March XX - Continuation Application released
2. March XX - Office Hours Continuation presentation
3. April XX – Grantee submits application and budget in Syncplicity folder called “202X-2X Continuation Application”
4. May XX – AEI Team reviews applications
5. May XX – Grantees review and submit Program Assurances via DocuSign
6. May XX – Grantee is notified via email of any required edits
7. May XX: Attendance Policy, Intake/registration form due in Syncplicity folder called “202X-2X Continuation Application”
8. May XX – Grantee submits application edits in Syncplicity folder called “2023-24 Continuation Application”
9. June XX - If additional edits are required, they must be finalized.

Grantees will submit the following to their Syncplicity folders:

1. Continuation Application;
2. Budget;
3. Locations and Partner Lists (combined Excel workbook);
4. Attendance policy (from Attendance Assurance);
5. Intake/registration form

The AEI Program Coordinator will review the application within 2 weeks of receipt. If any information is missing or edits are needed, the grantee will be notified via email once the AEI Program Coordinator has completed their review and the grantee will have two weeks to complete the requested edits.

**Part II: Application Cover Page**

Please fill in each of the light green cells below.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Grantee Information | | | | | | |
| Grantee Name: |  | | | | DUNS #: |  |
| Mailing Address: |  | | | | County: |  |
| Phone: |  | Email: |  | | Website: |  |
| 2023-24 AELA Program and Assurance Contacts | Name, Title | | Phone | | Email | |
| Authorized Representative: |  | |  | |  | |
| Primary Program Contact: |  | |  | |  | |
| Secondary Program Contact: |  | |  | |  | |
| Fiscal Contact: |  | |  | |  | |
| Accessible Design Coordinator: |  | |  | |  | |
| Assessment Coordinator (if applicable): |  | |  | |  | |
| LACES System Administrator: |  | |  | |  | |
| Distance Learning Contact: |  | |  | |  | |
|  |  |  |  |  |  |  |

**Part III: 202X -2X Performance Outcomes and Progress Measures Targets**

|  |  |
| --- | --- |
| **202X-2X Performance Outcomes and Progress Measures Goals** | **Please indicate below in each row what percent of total learners (Enrolled + Alumni) the applicant will set as a goal for the second year of the grant cycle.** |
| Percent of learners who will achieve **3 or more Progress Measures** from the options selected above in year 3 |  |
| Percent of learners who will achieve **5 or more Progress Measures** from the options selected above in year 3 |  |
| Percent of learners who will achieve **1 or more Performance Outcomes** from the options selected above in year 3 |  |
| Percent of learners who will achieve **2 or more Performance Outcomes** from the options selected above in year 3 |  |
| **Narrative** | |
| Provide a rationale for any increase or decrease from prior year proposed Performance targets. If your targets remain the same from last year, please write N/A. |  |
| In what ways do you use data to make determinations about:   1. Enrollment? 2. Class schedules? 3. Instruction/curriculum? 4. Professional learning? 5. Distance learning? 6. Assessment (if applicable)? |  |

**5.** **202X-2X Northstar Digital Literacy Subscription (as applicable)**

|  |  |
| --- | --- |
| Northstar Digital Literacy |  |
| AEI offers Northstar subscriptions as an optional resource to provide allowable digital literacy instruction to learners.    Some Northstar certificates meet progress measures. See the AELA Outcomes and Progress Measures spreadsheet for a list of qualifying certificates.    If you have a current Northstar subscription or want to add one in 202X-2X, respond to the prompts below. If you have a current subscription and wish to deactivate it, please indicate so. If you will not be using this resource, enter “N/A”.   1. Identify two administrators for your Northstar site (name, email address, phone number). 2. Identify at least one proctor for your site (name, email address). 3. Identify the types of learners who will be using Northstar (ABE, ASE, ESL, corrections, aging individuals, individuals with disabilities, individuals in rural areas, etc.) 4. Describe how Northstar will be implemented in your program (e.g., in class instruction, dedicated computer classes, access to online learning, etc.) 5. Set goals based on your community and program context for the number of unique users and number of assessments given that you hope to meet. |  |

Sample End-of-year Report

**Part I: AELA Outcomes and Progress Measures**

For Table 1, please use the Counts by Goal search in LACES. Please reach out to your Program Coordinator if you need support. You can find the information for Table 2 using the AELA Quarterly Report, Performance Target Rates search in LACES. The questions which follow the tables require narrative responses.

**Table 1: Total Performance Outcomes and Progress Measures as of Quarter 4 (06/30/202X)**

|  |  |
| --- | --- |
| **Performance Outcomes** | **Total Performance Outcomes as of Quarter 4 (06/30/202X)**  **For each selected Outcome below, please report the total (aggregate count of) Performance Outcomes achieved*.*** |
| Post-test Educational Functioning Level (EFL) Gain |  |
| Secondary Equivalent Credential Attainment or Secondary Credential Attainment |  |
| 2 Generation Strategies |  |
| Post-secondary Entrance |  |
| Post-secondary Credential Attainment |  |
| Obtained Employment |  |
| Employed in an In-demand Sector or Industry |  |
| Earned a Livable Wage |  |
| Completed of One Year of an Apprenticeship Program |  |
| Completed of One Year of a Pre-apprenticeship Program |  |
| Completed an On-the-job Training (OJT) Program |  |
| Completed a Paid Internship or Work Study |  |
| Obtained a Green Card |  |
| Obtained US Citizenship |  |
| Obtained a Driver's License |  |
| Voted |  |

**Table 2: Performance Outcomes and Progress Measure Targets and Actual Percentages as of Quarter 4 (06/30/202X)**

|  |  |
| --- | --- |
| **Performance Target Rate (Set)** | **Q4 Performance Target Rates (Actual)** |
| Percent of learners who will achieve 3 or more Progress Measures from the options selected above in year 1:  *If rare or exceptional circumstances have impacted the viability of reaching the goal that was set, please describe that here.* |  |
| Percent of learners who will achieve 5 or more Progress Measures from the options selected above in year 1:  *If rare or exceptional circumstances have impacted the viability of reaching the goal that was set, please describe that here.* |  |
| Percent of learners who will achieve 1 or more Outcomes from the options selected above in year 1:  *If rare or exceptional circumstances have impacted the viability of reaching the goal that was set, please describe that here.* |  |
| Percent of learners who will achieve 2 or more Outcomes from the options selected above in year 1:  *If rare or exceptional circumstances have impacted the viability of reaching the goal that was set, please describe that here.* |  |

**Part II: AELA Narrative**

1. Please share any highlights from Quarter 4. What performance outcomes and progress measures did learners have success with in Q4? Did your program do anything differently in the final quarter to help learners achieve their goals?
2. Reflect on lessons learned from the program year. You may consider:
   1. Registration, intake, and orientation processes
   2. Class times, locations, levels, subject areas
   3. Term lengths, breaks, and enrollment frequency
   4. Performance outcomes and progress measures
   5. Goal setting
   6. Staffing
   7. Impact of COVID-19 on learner enrollment, attendance, retention, outcomes, remote assessments, program offerings, staff retention

1. Given your program’s performance in year one, what adjustments, if any, does your program intend to make to help learners reach their goals?
2. Were you able to spend down all of your AELA funds during the program year (July 1, 202X – June 30, 202X)? If not, please explain.
3. What were your biggest fiscal challenges or barriers?
4. As an WDP/EAP, how have you been collaborating with other education providers and other partners (local employers, community-based organizations, etc.)? Have there been any specific struggles?
5. How are you tracking that all staff administering assessments hold the required certifications and renewals?
6. Please help us and our partners at CU Boulder better understand how you all currently collect feedback from adult learners and program staff by completing a survey about your local practices. The survey is anonymous and results from the survey will be shared with the CU Boulder team to help inform their work on creating a pilot customer satisfaction survey for Colorado.