Adult Education and Literacy Act (AELA)
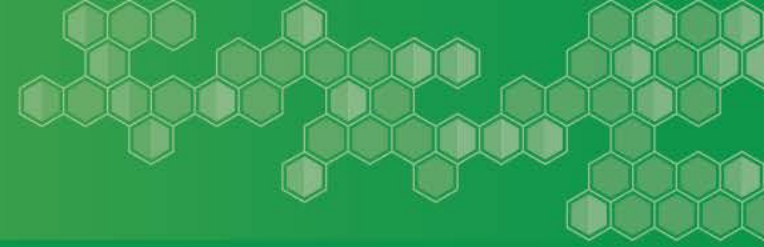
Pursuant to
§ 22-10-104, C.R.S.
Colorado HB 21-1264
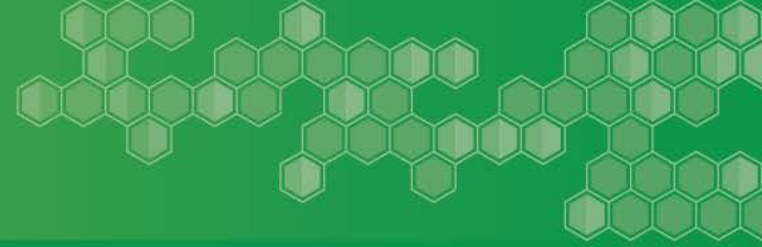Application Technical Assistance Webinar – Friday, January 21, 2022

- Introduction

- Application Key Elements

- Application Submission and Review
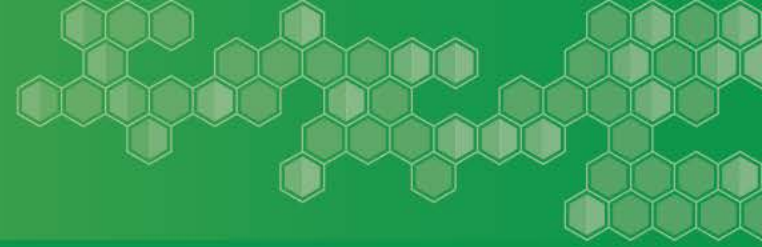
- Timeline

- Questions

Introduction

- The webinar is being recorded

- Webinar recording will be posted to the Adult Education Initiatives Office (AEI) [Prospective Grantees webpage](#) by Monday, January 24, 2022

- All application materials and the timeline are available on the AEI [Prospective Grantees webpage](#)

- Questions and answers provided during this webinar will be added to a Frequently Asked Questions webpage as soon as possible

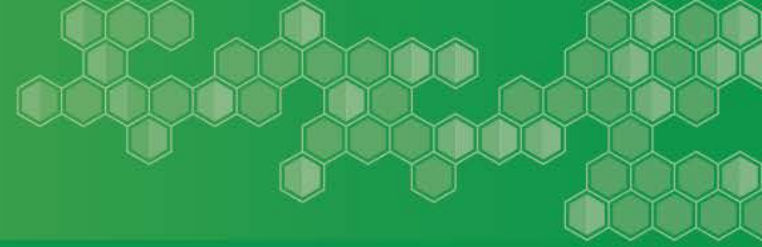# Application Key Elements

- As required by state statute (§ 22-10-104, C.R.S.) and State Board of Education Rules (1 CCR 301-98), the Colorado Department of Education's (CDE) Office of Adult Education Initiatives (AEI) is conducting a competitive Request for Applications (RFA) process to award three years of funding to eligible workforce development partnerships and education attainment partnerships.

- Request for Applications pages 3 - 4

- The purpose of the Adult Education and Literacy Act (AELA) is to implement and improve adult education, literacy and training activities within Colorado, thereby leading to better employment outcomes that enable more low-income, low-literacy adults to ultimately achieve economic self-sufficiency and leading to an adult population that is better prepared to support the educational attainment of the next generation and actively participate as citizens in a democratic society.

- HB 21-1264 "Funds Workforce Development Increase Worker Skills" directs funding from Colorado's portion of the federal Coronavirus State and Local Fiscal Recovery Funds (SLFRF) to provide additional funding to AELA, so grantees may provide next-level education and training to many Colorado unemployed adults, as well as training to adults disproportionately impacted by the COVID-19 public health emergency for better employment outcomes.

Eligible Applicants

- Request for Applications pages 4 - 5

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

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

  - A secondary or postsecondary, public or private, nonprofit educational entity, including but not limited to a school district, charter school, board of cooperative services, state institution of higher education, local district college, and area technical college;

  - A community-based nonprofit agency or organization;

  - An Indian tribe or nation;

  - A library;

  - A literacy council or other literacy institute;

  - A business or business association that provides adult education and literacy programs either on site or off site;

  - A volunteer literacy organization;

  - A local work force board, as defined in section 8-83-203, that oversees a work force development program described in the "Colorado Career Advancement Act", part 2 of article 83 of title 8;

  - A one-stop partner, as described in section 8-83-216, under the "Colorado Career Advancement Act", part 2 of article 83 of title 8; or

  - A consortium of entities described above.

NOTE: Public or private non-profit agencies must submit proof of nonprofit status (from the Internal Revenue Service) and evidence of financial stability (most recent two years' annual reports and audits).
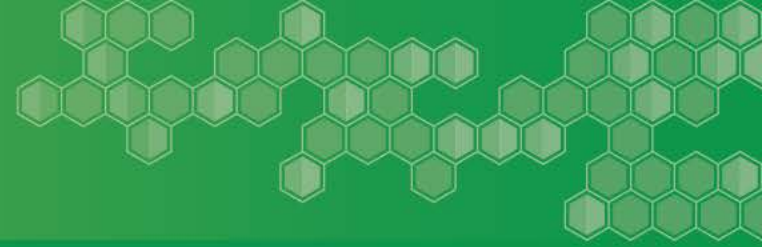
- Request for Applications page 5

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

- At a minimum, a workforce development partnership must include at least:
  1) one adult education provider,
  2) one postsecondary education or training provider, and
  3) one workforce development provider.

- A **<u>postsecondary education or training provider</u>** includes, but need not be limited to (C.R.S. §22-10-103(11)(b)):
  - A state institution of higher education, local district college, or area technical college;
  - An apprenticeship program;
  - An entity that provides accelerated education and skills training certificate programs created pursuant to part 9 of article 60 of title 23, C.R.S.;
  - An entity that operates programs through the manufacturing career pathway pursuant to part 10 of article 60 of title 23, C.R.S., or another career pathway pursuant to section 24-46.3-104, C.R.S.; and
  - A community-based workforce development program that is operated through the Colorado customized training program created in section 23-60-306, C.R.S.

- A **workforce development provider** includes, but need not be limited to (C.R.S. §22-10-103(11)(c)):
  - A work force development program described in the "Colorado Career Advancement Act", part 2 of article 83 of title 8, C.R.S.; and
  - A program that is supported by the state work force development council created in article 46.3 of title 24, C.R.S.

- Request for Applications page 5

- An **education attainment partnership** means a collaboration that assists adults in attaining basic literacy and numeracy skills that lead to additional skill acquisition and may lead to postsecondary credentials and employment. At a minimum, an education attainment partnership must consist of at least one adult education provider that is not listed in subsection (1.5)(a) of this section 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.

- Required partners
  1. At least one **P – 16** educational institution or district/system, for example:
     - One elementary and/or secondary school
     - A school district
     - A charter school
     - A charter management organization
     - A board of cooperative services (BOCES)
     - One institution of higher education
     - One community college
     - One area technical college

  2. At least one **non-P – 16** adult education provider, for example:
     - 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
     - A volunteer literacy organization
     - A local work force board
     - A one-stop partner

- Examples that would **<u>meet</u>** the Education Attainment Partnership Criteria

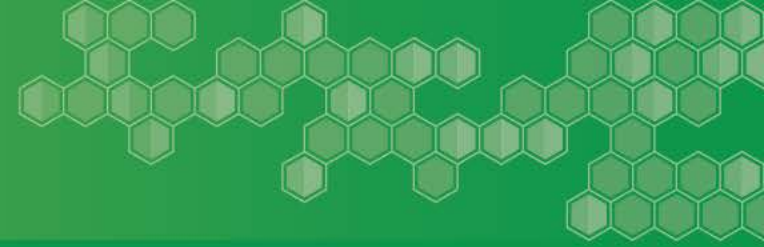| P-16 Organization	Non-P-16 Organization
School District	Local Library System
Community College	Indian Tribe
One High School	Local Workforce Center

- Examples that would **<u>NOT meet</u>** the Education Attainment Partnership Criteria

P -16 Organization	Non-P-16 Organization
Two School Districts	
One Elementary School and the same School District that the Elementary School is Within	
	A Non-Profit and a Local Business Association
	A Library and a Volunteer Literacy Organization

Available Funds

- Request for Applications page 8

- Approximately $650,000 is estimated to be available for adult education and literacy services under AELA (C.R.S. §22-10-107) for the 2022-2023 fiscal year (July 1, 2022 – June 30, 2023).

- CDE anticipates awarding $50,000 - $100,000 each to 2 - 7 grantees.

- CDE anticipates awarding grants for a three-year period. Funding in subsequent years for grantees is contingent upon continued appropriations, and grantees meeting all grant, fiscal and reporting requirements, and State Board of Education approval (C.R.S. §§22-10-104(1)(c) & 22-10-105(1)(a)).
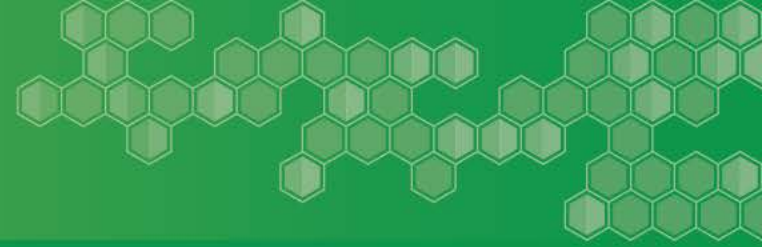
- Request for Applications pages 8 - 9
- A grant under the program shall use the funds **for one or more** of the following services (as outlined in (C.R.S. 22-10-103(1)):
  - adult basic education (below the ninth-grade level),
  - adult education leading to a high school equivalency credential,
  - English as a second language instruction, or
  - integrated basic education and skills training

- Request for Applications pages 8 - 9

- Adult education providers must provide "appropriate and effective" adult education and literacy programs (§22-10-103(1.5), C.R.S).

- To the extent practical, adult education providers and partners should focus use of these funds on programs that prepare individuals for training leading to occupations that have the potential to pay a livable wage.
  - The "Livable wage" amounts will come from the annual Colorado Talent Pipeline Report
  - 2021 Talent Pipeline Report, page 14, lists two earning tiers for Top Jobs identified in the report:
    - Tier 1 – hourly earnings at $31.19 or higher; a level that supports two adults—one working—and one child.
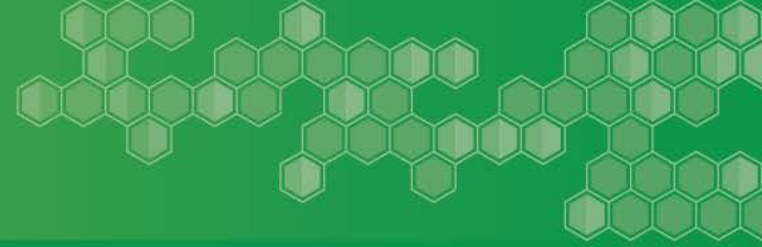   - Tier 2 – hourly earnings at $16.35 or higher; a level that supports an individual

- Funds **<u>must</u>** be used to provide services to eligible adults who:
  - are at least seventeen years of age;
  - are not enrolled in a public or private secondary school; and
    - lack a high school diploma or its equivalent; or
    - are in need of English language instruction; or
    - lack sufficient mastery of the basic literacy and numeracy skills necessary to enable people to function effectively in the workplace. (§ 22-10-103(3), C.R.S.).

- All costs must:
  - be necessary and reasonable, allocable and allowable;
  - focus on programs that prepare individuals for education and training leading to occupations that have the potential to pay a self-sufficient wage, to the extent practical;
  - conform to any limitations or exclusions set forth in the award;
  - if grantees are applying policies and procedures across the organization, this must also include all activities within the AELA grant program;
  - be accorded consistent treatment;
  - be determined in accordance with Generally Accepted Accounting Principles (GAAP);
  - not be included in another grant;
  - ensure amount charged for a purchase paid from the AELA grant includes credits; and
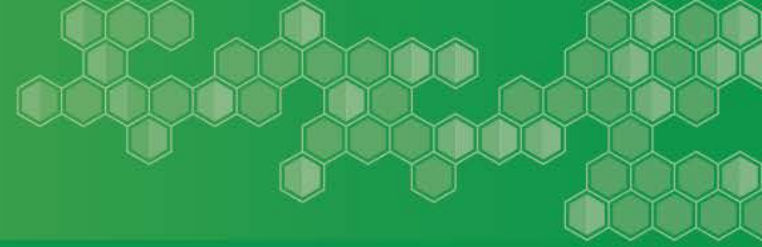 - be adequately documented and reported.

- Administrative costs may not exceed 10% of the total award.

- Administrative costs are costs that do not directly involve a learner, but instead support the program delivery and development activities.

- No cost related to an AELA cost objective may be used for/expensed to any other federally funded award
  - AELA funds may not be used as matching funds for the federal Adult Education and Family Literacy Act (AEFLA) grant

- Pursuant to 1 CCR 301-98, Rule 2.03.8, funds for the AELA program must supplement and not supplant any funding currently being used on workforce preparation activities.

- Any program activity required by State Board of Education rules may not be paid with these funds.

- Program Income
    - Program income may be collected under this grant.
    - Program income must be accounted for on the grantee's financial records and expended the year it was earned.
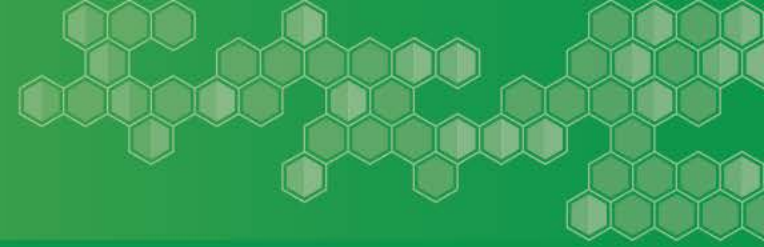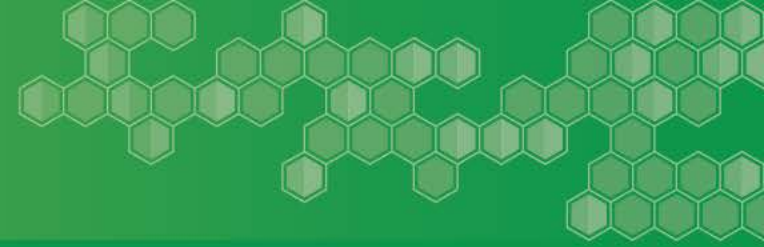
- Request for Applications page 10

- Three-year term beginning in the 2022-2023 fiscal year.

- Funding will be subject to funding appropriations and grant recipients' annual demonstration of adequate progress toward achieving the goals of the adult education and literacy program that were specified in the grant application (§ 22-10-104(1)(c), C.R.S.).

- Continuation applications must be approved by the State of Board of Education annually. Funds must be obligated by June 30 of the same fiscal year (§ 22-10-104(1)(c), C.R.S.).

- Request for Applications pages 9 - 10

- Grant recipients shall report to CDE information related to the performance outcomes and progress measures outlined in the grant applications, which may include information required by Title II of the federal "Workforce Innovation and Opportunity Act", as amended, 29 U.S.C. sec. 3101 et seq., for federally funded programs (§ 22-10-105(1)(c), C.R.S.).

- Additional reporting as required by the federal government may be required as these are federal Coronavirus State and Local Fiscal Recovery Funds (SLFRF).

- Request for Applications pages 6 – 8
- In order to meet the requirements outlined in § 22-10-104 and 22-10-105, C.R.S., AEI created a menu of options for establishing goals and reporting on the effectiveness of each program that receives a grant (22-23 AELA Outcomes and Progress Measures Excel).
  - The menu provides nine types of performance outcomes and eleven types of progress measures associated with those outcomes to more fully capture the impact of programming.
  - The performance outcomes and progress measures align to the purposes of the grant program outlined in the statute.
  - Grantees will report toward these goals quarterly, and this progress will be shared with the legislatively mandated Adult Workforce Development Partnership Advisory Board (AWDP).
- Based on the definitions of the partnerships outlined in the statute, the required progress measures and performance outcomes differ.
  - Each type of applicant may also select as many allowable measures as desired to demonstrate the effectiveness of their program.

- **Four** outcomes and associated progress measures are required for Workforce Development Partnerships.
  - **A workforce development partnership** means a collaboration that assists adults in attaining basic literacy and numeracy skills leading to additional skill acquisition, postsecondary credentials, **and** employment. (§22-10-103(11)(a), C.R.S.).

Required Performance Outcomes	Required Progress Measures
Post-secondary Entrance	• Taking an Admissions Tour • Completing an Academic/Career Interest Inventory • Completing an Enrollment Application • Applying for State or Federal Financial Aid • Passing an Entrance Exam
Post-secondary Credential Attainment	• Transcript or Report Card Progress - Post-secondary • Earning Stackable Credentials or Certificates Leading to a Degree or Industry-Recognized Credential • Passing a Credential Exam
Obtaining Employment or Employment in an In-demand Sector or Industry	• Taking an employer tour • Completing an academic/career interest inventory • Enrolling in a State-sponsored Employment System • Workforce Preparation Workshops • Completing job applications and interview
Earning a Livable Wage or Leaving Public Assistance	• Taking an employer tour • Completing an academic/career interest inventory • Enrolling in a State-sponsored Employment System • Workforce Preparation Workshops • Completing job applications and interview

- **At least two** outcomes and associated progress measures are required for Education Attainment Partnerships
  - An education attainment partnership means a collaboration that assists adults in attaining basic literacy and numeracy skills that lead to additional skill acquisition **and may** lead to postsecondary credentials and employment (§22-10-103(2.5), C.R.S.).

Required Performance Outcomes	Required Progress Measures
Post-test Educational Functioning Level (EFL) Gain	• Post-testing • Scale Score Increase
Secondary Equivalent Credential Attainment or Secondary Credential Attainment	• Passing an Official Practice Test • HSE Subtest Score Increase • Passing an HSE Subtest • Transcript or Report Card Progress - Secondary
2 Generation Strategies: There will be no Outcomes in this group in year one of the grant.	• Increasing Involvement in Children's Education • Increasing Involvement in Children's Literacy Activities

- Applicants will also set achievement rates for the percent of adult learners served who attain the outcomes and progress measures which the applicant selects from the menu of options.

- To support programs in setting both committed and aspirational goals, applicants will set an achievement rate target for outcomes and progress measures at a higher (aspirational) and lower (committed) threshold for the first year of the grant.

- These targets, established by the applicant, will be used in determining the effectiveness of each program that receives a grant as well as to determine whether the grant recipient is making sufficient progress toward achieving the goals of the adult education and literacy program that were specified in the grant application (§ 22-10-104(1)(c), C.R.S.)
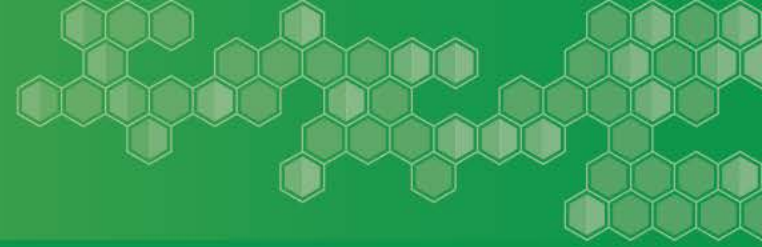
2020-21 Performance Outcomes and Progress Measures Goals	Please indicate below in each row what percent of total learners (Enrolled + Alumni) the applicant will set as a goal for the first year of the grant cycle.
Percent of learners who will achieve 3 or more Progress Measures from the options selected above in year 1: *AEI recommends applicants set a goal of no less than 70%.*	
Percent of learners who will achieve 5 or more Progress Measures from the options selected above in year 1: *AEI recommends applicants set a goal of no less than 35%.*	
Percent of learners who will achieve 1 or more Performance Outcomes from the options selected above in year 1: *AEI recommends applicants set a goal of no less than 30%.*	
Percent of learners who will achieve 2 or more Performance Outcomes from the options selected above in year 1: *AEI recommends applicants set a goal of no less than 15%.*	

- Request for Applications page 10
- Pursuant to 1 CCR 301-98, Rule 4.01, grant recipients must also submit information describing the following on an annual basis:
  - the instructional programs and services for which the grantee used the grant;
  - the number of adult students who participated in each of the types of programs and services provided;
  - the educational progress made by participating students as measured by standardized tests, training completion, and/or credential of value;
  - the nature of the education attainment partnership or workforce development partnership and a description of how this partnership contributed to the success of the program; and
  - the number of students who are making progress toward the goals of the adult education and literacy program that were specified in the grant application.

- Request for Applications pages 10 - 11

- 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.

- Request for Applications page 11

- CDE takes seriously its obligation to protect the privacy of student and educator Personally Identifiable Information (PII) collected, used, shared, and stored.

- PII will be collected through the LiteracyPro LACES data management system and a secure file sharing program (currently Syncplicity).

- All PII collected will be used, shared, and stored in compliance with CDE's privacy and security policies and procedures.

- All data included in legislative reports will be reported in the aggregate.

Application Submission and Review

- Request for Applications page 11
- Submit a Letter of Intent via [this form](#) by next Friday, January 28, 2022
  - Used to determine the number of reviewers needed
  - Must submit by Thursday, March 10, 2022 at the latest
- Uniform information collection to ensure multiple contacts receive access to the Syncplicity folder used to submit the application materials.
- The Primary Program Contact, Secondary Program Contact and Fiscal Manager of every applicant that completed a Letter of Intent will receive an email invitation to a Syncplicity folder by Friday, February 11, 2022

Primary Contact Information

Name *

Title *

Email Address *

Phone Number *

Secondary Contact Information

Name *

Title *

Email Address *

Phone Number *

Fiscal Contact Information

Name *

Title *

Email Address *

Phone Number *

Planning to Apply As *
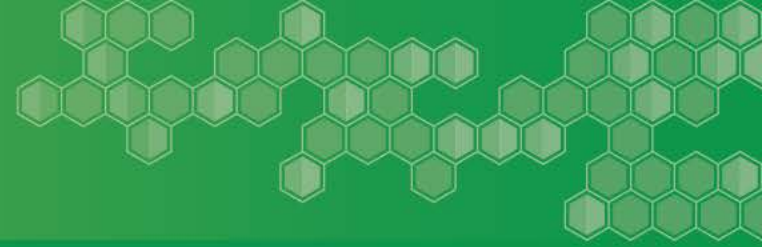
◯ Workforce Development Partnership
◯ Educational Attainment Partnership   ◯ Undecided

Lead Applicant Organization Name *

Lead Applicant Organization Type (choose one of the following): *

Select ▾

☐ Send me a copy of my responses

- Request for Applications pages 11 - 12

- Electronic copies of application materials must be uploaded to Syncplicity by Friday, March 11, 2022 at 11:59 p.m. MT.

- Please email CompetitiveGrants@cde.state.co.us and AEI@cde.state.co.us once all of the required files have been uploaded.

- Faxes will not be accepted.

- Incomplete or late applications will not be considered.

- If you do not receive an email confirmation of receipt of your application within two business days of the deadline, please email CompetitiveGrants@cde.state.co.us.

Review Process

- Request for Applications pages 12 – 13 and 30
- **Part 1: Application Completeness Review**
  - CDE AEI staff will check each application to ensure that the application conformed to the required format and that all of the required elements were included.
- **Part 2: Reviewer Application Evaluation**
  - Reviewers with education and workforce experience are solicited from all parts of the state and serve on a volunteer basis.
  - Review teams are established.
  - CDE Competitive Grants and Awards (CGA) holds a reviewer training webinar.
  - Reviewers receive 4 – 6 applications each and independently score them.
  - Each review team meets to discuss and finalize the scores and comments.
  - CDE meets with each review team to discuss the application scores and reviewer comments.
  - CGA compiles the scores and feedback forms from each review team. Reviewer scores are ranked.
    - Note: This is a competitive process. In order for an application to be recommended for funding, it must receive at least 77 points out of the 111 possible points (70%), and all required elements must be addressed.
    - CDE will recommend grantees and grantee funding levels to the State Board based on the reviewer scores.

- CDE expects the State Board of Education to vote on the approval of AELA grantees at the May meeting (Wednesday, May 11, 2022).

- There is no guarantee that submitting an application will result in funding or funding at the requested level.

- All award decisions are final.

- Applicants that do not meet the qualifications may reapply for future grant opportunities.

- Request for Applications pages 12 - 13
- The total narrative (Sections A-D) of the application cannot exceed 15 pages. Please see below for the required elements of the application. Note: Applications with narratives that exceed 15 pages will not be reviewed.
- All pages must be standard letter size, 8-1/2" x 11" using 12-point font and single-spaced with 1-inch margins and numbered pages.
- If the grant application is approved, funding will not be awarded until all signatures are in place.
  - Please attempt to obtain all signatures before submitting the application.
  - The signatures on the contact pages and the assurances may be original, electronic or with attached email approval.

- Applicants applying as a consortium (a coalition of organizations) must abide to 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.

- Request for Applications page 13

- The format outlined must be followed in order to assure consistent application of the evaluation criteria.

- The following items must be submitted via Syncplicity:
  - Application Narrative (PDF)
  - 22-23 AELA Accessible Design Assurances (PDF)
  - 22-23 AELA Assessment Assurances (PDF)
  - 22-23 AELA Attendance Assurances (PDF)
  - 22-23 AELA Budget (Excel)
  - 22-23 AELA Local Data Assurances (PDF)
  - 22-23 AELA Outcomes & Progress Measures (Excel)
  - 22-23 AELA Staff, Locations, and Partner List (Excel)

Application Narrative Selection Criteria and Evaluation Rubric

Application Required Elements – Application Narrative

- All pages with this narrative response must be standard letter size, 8-1/2" x 11" using 12-point font and single-spaced with 1-inch margins and numbered pages.

Application Required Elements – Application Narrative (continued)

Item	Considered in Scoring?	Part of 15 Page Limit?
Table of Contents	No	No
Part IA: Cover Page: Applicant Information and Proposed Services *updated*	No	No
Part IB: Workforce Development Partnership Signature Page OR Part IC: Education Attainment Partnership Signature Page *updated*	Yes	No
Part ID: General Program Assurances Form	No	No
Part IE: Financial Management Survey	Yes	No
Proof of Non-Profit Status from the Internal Revenue Service (for applicable organizations)	No	No
Evidence of financial stability (most recent two years' annual reports and audits; for non-profits only)	No	No
Executive Summary: Provide a brief description (no more than two pages) of the applicant's program to be funded by the grant program	No	No
Application Narrative responding to the selection Criteria in the Evaluation Rubric	Yes	Yes

Application Narrative Resources

- Request for Applications page 26

Applicants may consider incorporating data and research (qualitative and quantitative) into their responses. Data should consist of internal program data (performance outcomes, data measures, qualitative examples of achievement, etc.), in addition to external data which describes best-practices, local area characteristics, adult education research, etc. To help facilitate this, CDE has developed a list of sources:

- **U.S. Census Bureau American Community Survey:** https://www.census.gov/programs-surveys/acs
- **Colorado Labor Market Information:** https://www.colmigateway.com/
- **Colorado Regional and Local Workforce Area Plans:** https://cwdc.colorado.gov/wioa/regional-and-local-plans
- **Colorado Annual Talent Pipeline Reports:** https://cwdc.colorado.gov/colorado-talent-pipeline-report
- **Colorado Demography Office:** https://demography.dola.colorado.gov/
- **Colorado Workforce Development Council Workforce Innovation and Opportunity Act Toolkits & Case Studies:** https://cwdc.colorado.gov/resources/guides-frameworks#WIOA
- **Bureau of Labor Statistics:** https://www.bls.gov/lau/#cntyaa
- **College and Career Readiness Standards:** https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf
- **English Language Proficiency Standards:** https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf

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

Section A: Learner Demographics and Applicant Experience	Minimally Addressed or Does Not Meet Criteria	Met Some but Not All Identified Criteria	Addressed Criteria but Did Not Provide Thorough Detail	Met All Criteria with High Quality	TOTAL
1) Applicant provided information concerning the percentage of eligible adults expected to be enrolled in the adult education and literacy programs funded by the grant who are members of minority groups.	0	1	2	3	
2) Applicant provided information concerning the percentage of eligible adults in the area to be served using grant money who have not completed ninth grade and are not enrolled in or have not completed adult education and literacy programs.	0	1	2	3	
3) Applicant provided information concerning the percentage of eligible adults in the area to be served using grant money who do not have a high school diploma or equivalency and who are not currently enrolled in adult education and literacy programs.	0	1	2	3	
4) Applicant provided information concerning the percentage of eligible adults expected to be enrolled in the adult education and literacy programs funded by the grant who are receiving either state or federal public assistance or the percentage of eligible adults in the area to be served who are unemployed workers.	0	1	2	3	

5) Applicant provided information detailing whether the adult education provider serves eligible adults who have not completed ninth grade or may otherwise be identified as lowest-level learners.	0	1	2	3	
6) Applicant provided information detailing how the proposed program responds to the COVID-19 public health emergency or its negative economic impacts. This may include information about training that will be provided to Colorado unemployed adults disproportionately impacted by the COVID-19 public health emergency for better employment outcomes.	0	1	3	10	
7) Applicant provided information demonstrating that the applicant is an experienced adult education provider with a strong record of providing education, career, and supportive service navigation to assist adult learners in attaining employment, enrolling in postsecondary education, engaging in civic activities, or supporting their own children or children for whom they provide care in achieving academic success and, specifically, success with learners who have not completed ninth grade or may otherwise be identified as lowest-level learners.	0	5	10	15	

Section B: Proposed Instructional Program, Professional Development and Evaluation	Minimally Addressed or Does Not Meet Criteria	Met Some but Not All Identified Criteria	Addressed Criteria but Did Not Provide Thorough Detail	Met All Criteria with High Quality	TOTAL
1) Applicant provided a description of the instructional program that the applicant plans to implement using the grant money. a. The information contained in the "22-23 AELA Locations List" Excel workbook will be considered as part of this rubric item. b. The information contained in the "22-23 Staff List" Excel workbook will be considered as part of this rubric item.	0	4	8	12	
2) Applicant provided a description of the professional development program that the applicant plans to implement for educators to assist adult students achieve their educational and career goals.	0	2	4	6	
3) Applicant provided the measurable goals of the adult education and literacy program that the applicant expects to achieve using the grant money, including student outcomes identified by the Department such as employment and entrance into postsecondary education or training. a. The information contained in the following sheets within the "22-23 AELA Performance Outcomes" Excel workbook will be considered as part of this rubric item: sheet 4-WDP Selection or 5-EAP Selection (whichever applies); sheet 6-Graduation Requirements (if applicable).	0	4	8	12	
4) Applicant provided a description of how the applicant will monitor and evaluate the implementation of the proposed program.	0	3	6	9	

Section C: Partnership	Minimally Addressed or Does Not Meet Criteria	Met Some but Not All Identified Criteria	Addressed Criteria but Did Not Provide Thorough Detail	Met All Criteria with High Quality	TOTAL
1) Information is provided demonstrating that the applicant is an active member of a workforce development partnership or an education attainment partnership and a description of services and responsibilities of each of the partnership members. a. The information contained in the relevant Partnership Signature Page (either "Part IB: Workforce Development Partnership Signature Page" or "Part IC: Education Attainment Partnership Signature Page") will be considered as part of this rubric item. b. The information contained in the "22-23 AELA Partner List" Excel workbook will be considered as part of this rubric item.	0	5	10	15	

Section D: Budgeting and Financials	Minimally Addressed or Does Not Meet Criteria	Met Some but Not All Identified Criteria	Addressed Criteria but Did Not Provide Thorough Detail	Met All Criteria with High Quality	TOTAL
1) An explanation of the cost of the instructional and student support program that the applicant plans to implement using the grant money and an explanation of how grant funding will be used to supplement and not supplant any funding currently being used on workforce preparation activities.	0	4	8	12	
2) A completed budget template with sufficient detail. The "22-23 AELA Budget" Excel workbook will be considered as part of this rubric item.	0	3	6	9	
3) Total score on the "Request for Application Financial Management Survey" is as follows: • A score below 8 earns 6 rubric points • A score between 8 and 20 earns 4 rubric points • A score over 20 earns 2 rubric points • Incomplete or missing survey earns 0 rubric points	0	2	4	6	

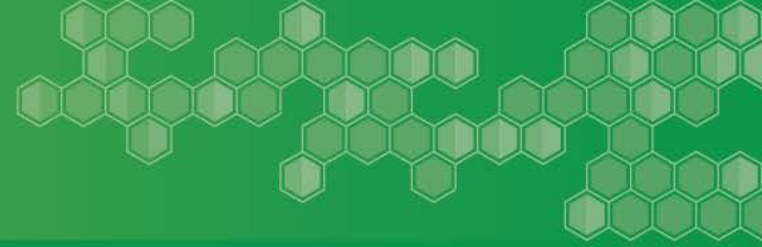# Timeline

Competition Timeline

- **Release Date:** Friday, January 14, 2022

- **Technical Assistance Webinar:** Friday, January 21, 2022 from 1:00 - 2:00 p.m. MT
  - [Register in advance](#) for this meeting. After registering, you will receive a confirmation email containing information about joining the meeting.

- **Technical Assistance Webinar Recording posted to this website:** Monday, February 24, 2022

- [Letter of Intent](#) Due: Friday, January 28, 2022
  - Applications must be submitted via Syncplicity, an online platform used for secure file sharing. The Letter of Intent will be used to provide contacts with access to Syncplicity.
  - Letters of Intent must be submitted, at latest, by Thursday, March 10, 2022 to allow time for the creation of an application submission Syncplicity folder

- **Application Due:** Friday, March 11, 2022 by 11:59 p.m. MT

- **Applications Reviewed:** Wednesday, March 16 - Wednesday, April 6, 2022

- **Anticipated State Board of Education Vote:** Wednesday, May 11, 2022

- **Anticipated Notification of Award Status:** Week of May 16, 2022

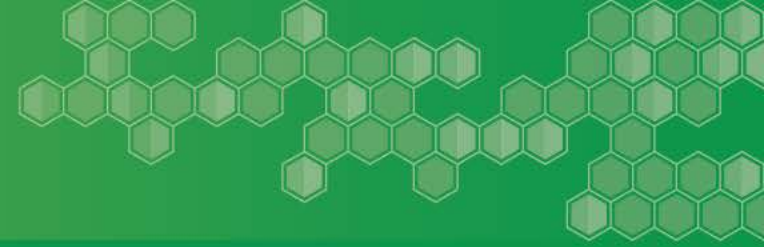# Questions

Differences Between AELA and AEFLA

AELA	Federal AEFLA
Must apply as part of a workforce development or education attainment partnerships	Partners are not required
Funds are distributed statewide	Funds are distributed within each local workforce development area and sub-area
Applicants choose their own performance outcomes and interim progress measures from a list of options	All grantees must report on the same performance outcome data (e.g., Educational Functioning Level gain and high school equivalency attainment)
Grantees may report on both current adult learners and program alumni	There are very limited cases defined by federal government where adult learners may be counted after exiting the program

Differences Between AELA and AEFLA (continued)

AELA	Federal AEFLA
No demonstrated effectiveness requirements in order to apply; each applicant must..."demonstrate that it is an experienced adult education provider with a strong record of providing education, career, and supportive service navigation"	Applicants had to demonstrate a combined 33% educational functioning level gain and high school equivalency attainment with learners before being allowed to apply
Funds may be used to pay for high school equivalency exams (GED, HiSET)	Funds may be used to pay for high school equivalency practice tests but not the exams themselves
Adult learners served must be 17 or older	May serve 16-year-olds if they meet one of the three exception criteria

- **Direct All Questions to AEI@cde.state.co.us**

- AELA Request for Applications Webpage
  - http://www.cde.state.co.us/cdeadult/prospectivegrantees

- Letter of Intent Form
  - https://app.smartsheet.com/b/form/e0cc34778ae34637ad61f7970e594723

- Frequently Asked Questions
  - http://www.cde.state.co.us/cdeadult/aela-fundingopp-faq