### Submission Instructions

All 2021-2022 AEFLA Grant Continuation Application documents are available on the [continuation page](http://www.cde.state.co.us/cdeadult/grantees/handbook/continuation) of the Office of Adult Education Initiatives (AEI) website. All Continuation Application items (Cover Pages, Narrative, Budget Template, and requested attachments) must be completed and submitted in the Grantee’s “AEFLA FY20-24 “20-21 Continuation Application Syncplicity folder no later than Friday, May 28, 2021. Applications will be reviewed and edits, if needed, will be requested.

Timeline:

* 03/22/21 – Continuation Application released
* 03/26/21 – Continuation Application Q&A Webinar. The webinar will be recorded and posted to the continuation page of the AEI website. Please join this voluntary opportunity if interested using this [Microsoft Teams link](https://teams.microsoft.com/l/meetup-join/19%3Ameeting_ZTFlYmZiOGQtNTc0YS00ZDU1LWJlOTQtNDA5Y2IyMDRlMDU5%40thread.v2/0?context=%7b%22Tid%22%3a%22a751cfc8-1f9a-4edb-8370-9f1c6d4bea5a%22%2c%22Oid%22%3a%228ec04ee1-acb8-4c07-b72d-b8146478806b%22%7d).
* 04/02/21 – the [Grantee Continuation Survey](https://docs.google.com/forms/d/1s1P9hPUte9hNrAs6o4gFdQvTrkK4VW8l_u-IWrfuXEY/viewform?edit_requested=true) due
* 04/30/221 – Grantee submits application in Syncplicity folder called “2021-22 Continuation Application”
* 05/14/21 – Grantee is notified via email of any required edits
* 05/28/21 – Grantee submits application edits in Syncplicity folder called “2021-22 Continuation Application
* If additional edits are required, they must be finalized by 06/11/21.

Grantees will submit the following to their Syncplicity folders:

* Continuation Application;
* Budget(s);
* Staff, Class, and Partner Lists;
* Assurances;
* Distance Learning Platform Application(s) (as applicable);
* Attendance policy (from Attendance Assurance);
* Intake/registration form, any data sharing consent or disclosure forms, and any forms learners are asked to sign (from Attendance Assurance)
* Professional Learning Plans for all staff (from Professional Learning Assurance); Current MOUs with Partners;

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.

### Application

### Cover Pages

Please fill in each of the light blue cells below.

|  |
| --- |
| Grantee Information |
| Grantee Name: |  | DUNS #: |  |
| Mailing Address: |  | County: |  |
| Phone: |  | Email: |  | Website: |  |
| 2021-22 AEFLA Program and Assurance Contacts | Name, Title: | Phone: | Email: |
| Authorized Representative: |  |  |  |
| Primary Program Contact: |  |  |  |
| Secondary Program Contact: |  |  |  |
| Fiscal Contact: |  |  |  |
| Accessible Design Coordinator: |  |  |  |
| Assessment Coordinator: |  |  |  |
| LACES System Administrator: |  |  |  |
| Professional Learning Coordinator: |  |  |  |
| Projected NRS Participants by LWDA[[1]](#footnote-1) | (LWDA 1) | (LWDA 2) | (LWDA 3) | (LWDA 4) | 2021-22 Projected Totals |
| AEFLA Adult Education and Literacy (AEL): |  |  |  |  |  |
| AEFLA English Language Acquisition (ELA): |  |  |  |  |  |
| AEFLA Workplace AEL: |  |  |  |  |  |
| AEFLA Family Literacy: |  |  |  |  |  |
| AEFLA Corrections Education: |  |  |  |  |  |
| AEFLA Integrated Education and Training: |  |  |  |  |  |
| IELCE English Language Acquisition: |  |  |  |  |  |
| IELCE Integrated Education and Training: |  |  |  |  |  |
| **Total:** |  |  |  |  |  |
| **Assessments** | **Computer-based** | **Paper-based** |
|  |  |  |
| **Distance Learning Platforms[[2]](#footnote-2)** | **Clock Time** | **Learner Mastery** |
|  |  |  |

### Narrative

In this portion of the application, please fill in responses to each of the questions that apply to the services you intend to offer in 2021-22. If a section does not apply, please put “N/A” in the response box. Include all activities you have identified to offer for 2021-22.

### AEFLA Grant Activities

|  |
| --- |
| Adult Education and Literacy (AEL)  |
| In 2021-22, Colorado requires that 60% of all AEL learners be post-tested at the end of each instructional unit (term, semester, session, etc.). How will the grantee ensure that they meet this target? Consider managed enrollment, enrollment targets, term lengths, and hours of instruction in providing your response.  |  |
| In 2021-22, the US Department of Education negotiated a 38% Measurable Skills Gain (MSG) rate for all AEL learners. How will the grantee ensure that they meet this target? How will the grantee ensure that they meet this target? Consider term lengths, assessment types, learner levels, instructional professional development, learner progress tracking and hours of instruction, in providing your response. |  |
| English Language Acquisition (ELA) |
| In 2021-22, Colorado requires that 60% of all ELA learners be post-tested at the end of each instructional unit (term, semester, session, etc.). How will the grantee ensure that they meet this target? Consider managed enrollment, enrollment targets, term lengths, and hours of instruction in providing your response.  |  |
| In 2021-22, the US Department of Education negotiated a 38% Measurable Skills Gain (MSG) rate for all ELA learners. How will the grantee ensure that they meet this target? How will the grantee ensure that they meet this target? Consider term lengths, assessment types, learner levels, instructional professional development, learner progress tracking and hours of instruction, in providing your response. |  |
| Workplace Adult Education and Literacy (AEL)  |
| In 2021-22, Colorado requires that 60% of all workplace AEL learners be post-tested at the end of each instructional unit (term, semester, session, etc.). How will the grantee ensure that they meet this target? Consider managed enrollment, enrollment targets, term lengths, and hours of instruction in providing your response.  |  |
| In 2021-22, the US Department of Education negotiated a 38% Measurable Skills Gain (MSG) rate for all Workplace AEL learners. How will the grantee ensure that they meet this target? How will the grantee ensure that they meet this target? Consider term lengths, assessment types, learner levels, instructional professional development, learner progress tracking and hours of instruction, in providing your response. |  |
| Family Literacy  |
| In 2021-22, Colorado requires that 60% of all family literacy learners be post-tested at the end of each instructional unit (term, semester, session, etc.). How will the grantee ensure that they meet this target? Consider managed enrollment, enrollment targets, term lengths, and hours of instruction in providing your response.  |  |
| In 2021-22, the US Department of Education negotiated a 38% Measurable Skills Gain (MSG) rate for all family literacy learners. How will the grantee ensure that they meet this target? How will the grantee ensure that they meet this target? Consider term lengths, assessment types, learner levels, instructional professional development, learner progress tracking and hours of instruction, in providing your response. |  |
| Corrections Education  |
| In 2021-22, Colorado requires that 60% of all corrections education learners be post-tested at the end of each instructional unit (term, semester, session, etc.). How will the grantee ensure that they meet this target? Consider managed enrollment, enrollment targets, term lengths, and hours of instruction in providing your response.  |  |
| In 2021-22, the US Department of Education negotiated a 38% Measurable Skills Gain (MSG) rate for all Corrections Education learners. How will the grantee ensure that they meet this target? How will the grantee ensure that they meet this target? Consider term lengths, assessment types, learner levels, instructional professional development, learner progress tracking and hours of instruction, in providing your response. |  |
| AEFLA Integrated Education and Training (IET)  |
| In 2021-22, Colorado requires that 60% of all AEFLA IET learners be post-tested at the end of each instructional unit (term, semester, session, etc.). How will the grantee ensure that they meet this target? Consider managed enrollment, enrollment targets, term lengths, and hours of instruction in providing your response.  |  |
| In 2021-22, the US Department of Education negotiated a 38% Measurable Skills Gain (MSG) rate for all AEFLA IET learners. How will the grantee ensure that they meet this target? How will the grantee ensure that they meet this target? Consider term lengths, assessment types, learner levels, instructional professional development, learner progress tracking and hours of instruction, in providing your response. |  |
| Will AEFLA funds be used to pay for the Workforce Training component of any AEFLA IET program(s) in 2021-22? If yes, please list which Workforce Training classes will be paid for using these funds and the estimated amount of AEFLA funds budgeted for the class(es). |  |

### IELCE Grant Activities

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| English Language Acquisition (ELA) |
| In 2021-22, Colorado requires that 60% of all IELCE ELA learners be post-tested at the end of each instructional unit (term, semester, session, etc.). How will the grantee ensure that they meet this target? Consider managed enrollment, enrollment targets, term lengths, and hours of instruction in providing your response.  |  |
| In 2021-22, the US Department of Education negotiated a 38% Measurable Skills Gain (MSG) rate for all IELCE ELA learners. How will the grantee ensure that they meet this target? How will the grantee ensure that they meet this target? Consider term lengths, assessment types, learner levels, instructional professional development, learner progress tracking and hours of instruction, in providing your response. |  |
| IELCE Integrated Education and Training (IET) |
| In 2021-22, Colorado requires that 60% of all AEL learners be post-tested at the end of each instructional unit (term, semester, session, etc.). How will the grantee ensure that they meet this target? Consider managed enrollment, enrollment targets, term lengths, and hours of instruction in providing your response.  |  |
| In 2021-22, the US Department of Education negotiated a 38% Measurable Skills Gain (MSG) rate for all IELCE IET learners. How will the grantee ensure that they meet this target? How will the grantee ensure that they meet this target? Consider term lengths, assessment types, learner levels, instructional professional development, learner progress tracking and hours of instruction, in providing your response. |  |
| Will IELCE funds be used to pay for the Workforce Training component of any AEFLA IET program(s) in 2021-21? If yes, please list which Workforce Training classes will be paid for using these funds and the estimated amount of AEFLA funds budgeted for the class(es). |  |

### Additional Information

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| Collaboration within the Colorado Talent Development System  |
| Provide a list of the WIOA Title II (Adult Education) LWDA board representatives that are part of the grantee staff. Include information about the expiration of their term.  |  |
| Summarize the grantee’s negotiated role in supporting the one-stop system.  |  |
| Online Learning |
| Will the grantee offer online classes in 2021-22? Will these classes be synchronous or asynchronous? |  |
| If the grantee is offering online classes, how does the grantee intend to address concerns about access to technology and the internet? |  |
| How will the grantee ensure staff has the appropriate digital literacy to support online learners? |  |
| Professional Development |  |
| How will you address professional development for your staff as a whole (e.g., do you meet monthly to discuss a topic, do you have professional learning communities, etc.)?  |  |
| What topics will you focus on for professional development in 2021-22? |  |
| Do you require observations of instructional staff? If so, who performs the review? How is feedback provided to the instructor? What observation tool is used? |  |
| Data-driven Decision-making |
| In what ways do you use data to make determinations about enrollment, instruction, and assessment? |  |

1. Please include how many learners grantee would like to serve, considering how many learners the grantee would be able to serve and still meet performance outcomes. [↑](#footnote-ref-1)
2. For 2021-22, grantees are required to re-apply for any distance learning platforms they would like to continue to use. Your program coordinator will work with you to complete this process [↑](#footnote-ref-2)