



Background:

At the July 2017 Adult Education Director’s Meeting, AEI introduced grantees to plans to replace quarterly monitoring calls with written quarterly progress updates on grantee-selected portions of the 2017-18 Adult Education and Family Literacy Act (AEFLA) and Integrated English Literacy and Civics Education (IELCE) grant applications. The AEI Office intends that these quarterly progress updates will feed into the Annual Performance Report (APR) due at the end of the program year. These smaller, more frequent updates on grant implementation may also be used in completing the 2018-19 AEFLA and IELCE grant continuation applications and will help the AEI office identify and share grantees’ best and promising practices.

Instructions:

For each progress update, grantees receiving AEFLA funds will select 3-5 questions from the grant application and provide written updates on the implementation of those activities. Grantees receiving IELCE funds will provide updates on 1-2 grant application questions. Updates may include descriptions of successes and challenges, modifications to grant application plans, and plans for the next 3-9 month period. Grantees will then choose one of their progress updates and provide a more detailed description of their long term vision for growth or change in that area.

Grantees are encouraged to discuss updates with instructional and support staff and adult learners at the local program, incorporating staff and learner input where applicable. Grantees may submit no more than 5 pages of updates for the AEFLA award and no more than 2 pages of updates for the IELCE award; however, qualitative or quantitative data and other realia supporting the narrative updates may be attached and will not count toward those page limits.

On the following pages, the AEI Office has divided the AEFLA and IELCE grant application questions each into three parts showing the questions from which grantees may choose to address in each of the three progress updates. Responses will be typed directly into the AEFLA Grant Progress Update template and IELCE Grant Progress Update template provided with these instructions. Grantees must type the due date at the top of each template and must also type the question letter and number from the grant application before each narrative response.

Completed grant progress updates will be emailed to AEI@cde.state.co.us with the subject line “[Grantee Name] Grantee Progress Update” by the following dates:

- Monday, October 16th, 2017
- Monday, January 16th, 2018
- Monday, April 16th, 2018

AEI will confirm receipt of each progress update by replying to the email sender and the primary program contact if different from the sender. Progress updates will be reviewed by the grantee’s Adult Education Program Coordinator for any necessary follow up on requested areas of technical assistance or to find out more about best and promising practices.



AEFLA Grantee Progress Updates

| Monday, October 16 th , 2017 | Monday, January 16 th , 2018 | Monday, April 16 th , 2018 |
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| <p><i>Choose 3-5 from the following 11 questions</i></p> | <p><i>Choose 3-5 from the following 12 questions</i></p> | <p><i>Choose 3-5 from the following 7 questions</i></p> |
| <p>Section A: Collaboration Within Colorado Talent Development System</p> <p>1) Describe a comprehensive service model that uses research-based methods, including contextualized workforce preparation and workforce training instruction.</p> <p>4) Describe plans for co-enrollment with WIOA one-stop partners and other services, such as referral services, and how those will be utilized in overall program design. Address how the program will provide access through the one-stop delivery system to adult education and literacy activities.</p> <p>Section B: Educational Capacity</p> <p>3) Describe how program-wide professional development needs will be identified and planned. Professional development plans should include details on how professional development activities will be collaboratively integrated into local, program-wide practices, evaluated for improvement, and sustained.</p> <p>6) Describe how instructional programs will:</p> <ul style="list-style-type: none"> • Be designed with appropriate intensity (classes at least 6 hours per week) to meet the adult education and literacy needs of eligible individuals; and • Ensure sufficient exposure to learning in the context of workforce preparation and workforce training (when applicable) so that participants achieve substantial learning gains supporting their transition to postsecondary education and training or employment. <p>7) Provide the program’s adult education and literacy projected orientation and enrollment schedule (covering/including the time frame July 1, 2017 through June 30, 2018):</p> <ul style="list-style-type: none"> • Demonstrate that the instructional schedule allows for a minimum of six hours per week for instruction per class; • Describe how managed enrollment will be utilized to support instructional schedules that both establish a cohort model for learners and minimize consistent interruptions caused by open enrollment. • Include the research base for justification of schedule and delivery methods. | <p>Section A: Collaboration Within Colorado Talent Development System</p> <p>2) Address the design of your programs, interventions, and/or plans to support students with barriers to employment, learning needs, and persistent challenges.</p> <p>3) Include a list of partners for this proposal. Describe the collaboration with partners and the plan to provide practices that promote adult learner persistence toward successful completion of workforce preparedness outcomes. Describe plans to leverage resources through partnerships with postsecondary education and training providers. Address how the program will fulfill the required one-stop provider responsibilities with each local area selected for service.</p> <p>Section B: Educational Capacity</p> <p>2) Describe how the program will ensure that all instructors obtain the Colorado adult educator credential, Adult Basic Education Authorization, through coursework or portfolio within three years of hire to be in compliance with state policy.</p> <p>4) Describe the program’s plan for supporting instructors in local implementation of research and evidence-based practices related to college and career readiness objectives that include collaboration with other instructors, and evaluation for improvement, and sustainability.</p> <p>5) Describe the program’s plan for training and continual support to instructors in incorporating technology into the delivery of instruction; Include instructor training to meet distance learning students’ needs, if applicable.</p> <p>Section C: Educational Quality</p> <p>1) Describe the research and evidence base that will be used to design high-quality programming, including the essential components of reading instruction, provided to assist adults in achieving the required and allowable activities under this grant.</p> <p>2) Describe how the College and Career Readiness Standards for Adult Education and the Key Instructional Shifts that implementing those standards demand will be used to</p> | <p>Executive Summary</p> <p>Describe alignment and support from applicant’s larger organization(s) leadership team, if applicable, and/or board of directors:</p> <ul style="list-style-type: none"> • Explain how its work fits into the larger organization’s mission and vision; • Explain the applicant’s history of serving eligible individuals as defined under AEFLA; and • Address whether or not cooperative agreements are part of this proposal, and, if so, include a description of any cooperative agreements the applicant’s program has with other agencies, institutions, or organization for the delivery of adult education and literacy activities. <p>Section B: Educational Capacity</p> <p>1) Attach job descriptions for instructional staff position(s), including:</p> <ul style="list-style-type: none"> • Job duties, qualifications required, and number of hours employed per week; • A description of number of teaching hours, number of planning hours and number of professional learning hours allotted for local collaboration with other instructional staff each week or each session/term or semester; and • A description of how the staffing structure will enable to applicant to ensure that student attendance data is reported at the daily level on at least a weekly basis. <p>Section C: Educational Quality</p> <p>3) Provide evidence of prior success assisting eligible individuals, particularly those with low levels of literacy, with improving skills in reading, writing, mathematics, and English language acquisition (this evidence may include, but is not limited to, standardized assessment showing learner growth); Provide evidence of prior success regarding outcomes related to employment, attainment of secondary school diploma or the equivalent, and transition to postsecondary education and training.</p> |



| Monday, October 16 th , 2017 | Monday, January 16 th , 2018 | Monday, April 16 th , 2018 |
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| <p>8) Explain how the instructional schedule is aligned with the program’s standardized assessment post-testing procedures to allow sufficient intensity (at least 6 hours per week) and duration (length of time of each class session) for individual learners to demonstrate adequate progress on the standardized assessment(s) used by the program at the end of a term, quarter, or other substantial block of instruction.</p> <p>Section C: Educational Quality</p> <p>4) Describe processes that will be used to ensure the timely and accurate collection, management and reporting of program data, in particular those measures described in WIOA Sec 116. Include:</p> <ul style="list-style-type: none"> • A description of how program data will be monitored and used for continuous quality improvements; and • A description of the process to be used for meeting the State-adjusted levels of performance for the primary indicators of performance under WIOA. <p>Section D: Population Served and Service Strategy</p> <p>3) Describe referral processes with community partners and strategies to meet the needs of individuals being served. Explain plans to revisit referral processes and strategies for continuous improvement and streamlined services.</p> <p>6) Describe how the specified target populations will be recruited and efforts that will be employed to support student motivation and persistence after entry.</p> <p>Section E: Adequacy of Resources/Budget</p> <p>1) Explain how the costs of the proposed project (as presented in the attached budget and in the written budget narrative) are reasonable and the budget is sufficient to implement the proposed activities.</p> <p>Section F: Local Workforce Development Board Review</p> <p>Grantees choosing this option may provide updates on steps taken to address or further plans based on comments from the Local Workforce Development Board.</p> | <p>enhance the quality of instruction offered and provide alignment to workforce development needs.</p> <p>5) Describe the technology that will be used to enhance program delivery and increase instructional quality.</p> <ul style="list-style-type: none"> • Include a description of how technology used will lead to improved performance. • If offering distance education (including hybrid or blended learning), provide a description of how it will be used to overcome barriers of time and transportation that increase student access to high-quality and diverse instructional opportunities. <p>Section D: Population Served and Service Strategy</p> <p>2) Describe how the program will utilize area support services to help learners persist for the length of time needed to reach career and educational goals so that they are on a pathway to family-sustaining wage, able to function sufficiently on the job, in the family and in society, and able to become full, active partners in the education of their children.</p> <p>7) Explain how the program will engage with business services and employers to connect learners with in-demand industries and occupations.</p> <p>8) Briefly describe the steps your program will take to ensure equitable access to, and participation in, your program.</p> <ul style="list-style-type: none"> • Address how your program will overcome barriers related to gender, race, national origin, color, disability, or age. • Based on local circumstances, determine whether these or other barriers may prevent your learners, instructors, etc. from access or participation. • You may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. <p>Section E: Adequacy of Resources/Budget</p> <p>2) Explain how the costs of the proposed project will allow for staff person(s) to maintain current information (on a weekly basis, at minimum) in the adult education statewide reporting system so that participant and program performance can be regularly monitored; Describe the program director’s role in ensuring accurate data collection, data entry, and how data-related tasks are assigned to appropriate staff persons.</p> | <p>Section D: Population Served and Service Strategy</p> <p>1) Explain need for required comprehensive service model and additional services and instruction, if applicable, in each local workforce development area based on an environmental scan of existing services in the area. Describe the process used by the applicant to determine need.</p> <p>4) Identify and describe the area to be served. (Map/s may be included or attached to illustrate the proposed service area(s), but the written description must be complete and comprehensive.)</p> <p>5) Relate current demographic information to the educational needs of the target population(s). Address populations in the service area who are most in need of adult education and literacy and English language acquisition, including individuals with barriers to employment; Identify the sources of data used.</p> <p>Section F: Local Workforce Development Board Review</p> <p>Grantees choosing this option may provide updates on steps taken to address or further plans based on comments from the Local Workforce Development Board.</p> |



IELCE Grantee Progress Updates

| Monday, October 16 th , 2017 | Monday, January 16 th , 2018 | Monday, April 16 th , 2018 |
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| <p><i>Choose 1-2 from the following 3 questions</i></p> | <p><i>Choose 1-2 from the following 3 questions</i></p> | <p><i>Choose 1-2 from the following 3 questions</i></p> |
| <p>Section G: Integrated English Literacy and Civics Education Program</p> <p>1) Provide the program’s Integrated English Literacy and Civics Education projected orientation and enrollment schedule (covering/including the time frame July 1, 2017 through June 30, 2018).</p> <ul style="list-style-type: none"> • Demonstrate that the instructional schedule allows for a minimum of six hours per week for instruction per class. • Describe how managed enrollment will be utilized to support instructional schedules that both establish a cohort model for learners and minimize consistent interruptions caused by open enrollment. • Include the research base for justification of schedule and delivery methods. <p>3) Describe plans for implementation of integrated education and training. Address how the program is designed so that adult education and literacy activities are provided concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of education and career advancement.</p> <p>5) Describe the curriculum to be utilized in the program, including how instruction on the rights and responsibilities of citizenship and civic participation will be consistently applied throughout instruction.</p> | <p>Section G: Integrated English Literacy and Civics Education Program</p> <p>2) Describe how the program is designed to prepare English language learners for in-demand industries and occupations that lead to economic self-sufficiency.</p> <ul style="list-style-type: none"> • Include how the program connects with the local workforce area sector partnerships. <p>3) Describe plans for implementation of integrated education and training. Address how the program is designed so that adult education and literacy activities are provided concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of education and career advancement.</p> <p>4) Describe efforts or plans to connect with providers on WIOA Eligible Training Provider List (ETPL) or other postsecondary education and training providers to leverage funding and opportunities for integrated education and training.</p> <ul style="list-style-type: none"> • List any partners for integrated education and training. | <p>Section G: Integrated English Literacy and Civics Education Program</p> <p>2) Describe how the program is designed to prepare English language learners for in-demand industries and occupations that lead to economic self-sufficiency.</p> <ul style="list-style-type: none"> • Include how the program connects with the local workforce area sector partnerships. <p>3) Describe plans for implementation of integrated education and training. Address how the program is designed so that adult education and literacy activities are provided concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of education and career advancement.</p> <p>4) Describe efforts or plans to connect with providers on WIOA Eligible Training Provider List (ETPL) or other postsecondary education and training providers to leverage funding and opportunities for integrated education and training.</p> <ul style="list-style-type: none"> • List any partners for integrated education and training. |