### Submission Instructions

All 2022-2023 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” 22-23 Continuation Application Syncplicity folder no later than Friday, April 29, 2022. Applications will be reviewed and edits, if needed, will be requested.

Timeline:

* 02/09/22 – Grantee Continuation survey released
* 02/18/22 – the [Grantee Continuation Survey](https://docs.google.com/forms/d/e/1FAIpQLSdHD-T1D0Tm0xvhFx7_lzNAeJXIbqT_yxmQtz2HHMLjlisc_A/viewform?usp=sf_link) due
* 02/25/22 – Continuation Application released
* 03/04/22 – 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 [Zoom link](https://us02web.zoom.us/meeting/register/tZMsdOqqrjstHt2IhZ5X6HWOINmm8lzUaj7M)
* 04/29/22 – Grantee submits application in Syncplicity folder called “2022-23 Continuation Application”
* 05/13/22 – Grantee is notified via email of any required edits
* 05/27/22 – Grantee submits application edits in Syncplicity folder called “2022-23 Continuation Application
* If additional edits are required, they must be finalized by 06/10/22.

Grantees will submit the following to their Syncplicity folders:

* Continuation Application;
* Budget(s);
* Staff, Class, and Partner Lists (combined Excel workbook);
* Assurances;
* Distance Learning Platform Application(s) (as applicable for new or updated platforms);
* Attendance policy (from Attendance Assurance);
* Intake/registration form (from Attendance Assurance);
* Any new or updated 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 #[[1]](#footnote-1): |  |
| Mailing Address: |  | County: |  |
| Phone: |  | Email: |  | Website: |  |
| 2022-23 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[[2]](#footnote-2) | (LWDA 1) | (LWDA 2) | (LWDA 3) | (LWDA 4) | 2022-23 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** | **Clock Time (List platforms)** | **Learner Mastery (List platforms)**  |
|  |  |  |

### 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 2022-23. If a section does not apply, please put “N/A” in the response box. Include all activities you have identified to offer for 2022-23.

### AEFLA/IELCE Grant Activities

|  |
| --- |
| Post-Testing Strategies |
| The 2022-23 Post-test Rate target for all learners is 60%. * How will you ensure that learners do not exit before being post-tested?
* How will you re-engage learners who have exited before post-testing?

If different strategies will be used with different learner populations, please provide details. |  |
| MSG Strategies |
| The proposed[[3]](#footnote-3) 2022-23 Measurable Skill Gain (MSG) rate target for all learners is 40%. * What internal processes will you use to monitor learner progress toward making educational gains that demonstrate effectiveness?
* What instructional strategies will you use to meet or exceed the MSG rate?

If different strategies will be used with different learner populations, please explain. |  |
| Additional Performance Indicators Strategies |
| The proposed[[4]](#footnote-4) target for Employment 2nd Quarter after Exit in 2022-23 is 21%. The proposed target for Employment 4th Quarter after Exit is 24%. The proposed target for Median Earnings 2nd Quarter after Exit is $5,500. * What strategies will you use to reach these targets? How will the services you provide support learners in obtaining and maintaining employment?
 |  |

### Additional Grant Activities (as applicable)

|  |
| --- |
| Workplace Literacy  |
| * Who is your workplace literacy employer partner?
* What type of literacy (levels, ABE/ELA, etc.) will you be offering?
 |  |
| Please indicate which of the following MSG types will be part of your workplace literacy program:* Complete one or more EFL gain as measured by an NRS-approved assessment.
* Enrollment in a postsecondary educational or occupational skills program after exit and by the end of the program year.
* Receipt of a secondary school diploma or recognized equivalent.
* Exhibiting progress on a postsecondary transcript.
* Showing progress toward milestones.[[5]](#footnote-5)
* Passing a technical or occupational knowledge-based exam.[[6]](#footnote-6)
 |  |
| Family Literacy  |
| * What strategies are you using for Parent and Child Together (PACT) time?
 |  |
| IELCE Civics Instruction  |
| * How is Civics instruction incorporated into your IELCE literacy curriculum?
 |  |
| Integrated Education and Training (IET) |
| * Will you be running an IET in the first quarter of 2022-23? If not, when do you intend to begin running the IET?
 |  |

### Additional Information

|  |
| --- |
| 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.  |  |
| In what ways does the grantee engage with the:* Local workforce board?
* Local workforce center?
* Area employers?
* Department of Vocational Rehabilitation?
 |  |
| Data-driven Decision-making |
| In what ways do you use data to make determinations about:* Enrollment?
* Class schedules?
* Instruction/curriculum?
* Professional learning?
* Distance learning?
* Assessment?
 |  |

1. On April 4, 2022, the U.S. Department of Education will join other Federal agencies and transition to utilizing new Unique Entity Identifiers (UEIs) for grant recipient and applicant organizations, rather than the previously utilized DUNS numbers. The UEI is administered through SAM.gov (System for Award Management).

Organizations that have already registered a DUNS with SAM.gov have now been assigned a UEI in that system. [↑](#footnote-ref-1)
2. Please include how many learners the grantee would like to serve, considering how many learners the grantee would be able to serve and still meet performance outcomes. [↑](#footnote-ref-2)
3. AEI is currently in the process of negotiating performance targets with OCTAE for 2022-23 and 2023-24. When negotiations are finalized, these numbers may be updated. [↑](#footnote-ref-3)
4. See Footnote 3. [↑](#footnote-ref-4)
5. Use of the Progress Toward Milestones MSG requires approval from AEI. Include justification for use of this performance indicator. AEI reserves the right to deny requests if the milestone does not meet sufficient intensity. [↑](#footnote-ref-5)
6. Include the name of the technical/occupational knowledge-based exam that will be used, the threshold for mastery, and the form of documentation. [↑](#footnote-ref-6)