### Submission Instructions

All 2022-2023 AELA 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 “AELA FY20-24” 22-23 Continuation Application Syncplicity folder no later than Monday, May 2, 2022. Applications will be reviewed and edits, if needed, will be requested.

Timeline:

* 02/09/22 – Grantee Continuation survey released
* 02/18/22 – [Grantee Continuation Survey](https://docs.google.com/forms/d/e/1FAIpQLSeAUIdmYcOqq4nirghRK7T6j9H5IHzUEdFDWVPzX-avqV6rWQ/viewform) 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;
* Staff, Locations, and Partner Lists (combined Excel workbook);
* Assurances;
* 22-23 AELA Outcomes & Progress Measures (Complete Tab 4 for Workforce Development Partnerships or Tab 5 for Educational Attainment Partnerships)
* Distance Learning Platform Application(s) (as applicable for new or updated platforms);
* Attendance policy (from Attendance Assurance);
* 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.

### Application

### Cover Pages

Please fill in each of the light green cells below.

|  |
| --- |
| Grantee Information |
| Grantee Name: |  | DUNS #: |  |
| Mailing Address: |  | County: |  |
| Phone: |  | Email: |  | Website: |  |
| 2022-23 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: |  |  |  |
| **Assessments (if applicable)** | **Computer-based** | **Paper-based** |
|  |  |  |
| **Distance Learning Platforms** | **Clock Time (List platforms)** | **Learner Mastery (List platforms)**  |
|  |  |  |
| **Additional Funding** | HB 21-1264 directed funding from Colorado’s portion of the federal coronavirus state fiscal recovery fund to provide additional funding to AELA. AEI competed these funds through [an additional AELA RFA](https://www.cde.state.co.us/cdeadult/prospectivegrantees), and now anticipates remaining funds will be available to current AELA grantees. Consistent funding, including additional funds, should be requested for the remaining three years, but note that release of funds may be contingent on performance. |
| a. Is your program interested in applying for additional funds for the 22-23 year, available through HB 21-1264 “Funds Workforce Development Increase Worker Skills”? (If not, please do not fill out questions b-d below.)  |  |
| b. Has your program spent down 75 percent or more of your 2021-22 AELA allocation as of April 15, 2022?  |  |
| c. These funds must be used to respond to the COVID-19 public health emergency/What would you utilize the additional funds for in your AELA program in 22-23? |  |
| d. How would your proposed programming respond 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.* |  |

### AELA Performance Outcomes and Progress Measures

In this portion of the application, please indicate with Yes/No whether your program will allow learners to select the below Performance Outcomes and Progress Measures in 2022-23. Note that for the table below, the Outcomes marked with one asterisk (\*) are required Outcomes for Workforce Development Partnership grantees. The Outcomes marked with two asterisks (\*\*) are required Outcomes for Educational Attainment Partnership grantees, though only two of the three marked with an asterisk are required.

| **Will grantee include in 2022-23? (Yes/No)** | **Performance Outcome** | **Progress Measures** | **What programming and/or services will the grantee offer to support this outcome?** |
| --- | --- | --- | --- |
|  | Post-secondary Entrance\*[[1]](#footnote-1) | • 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 or Demonstrating Readiness Requirements |  |
|  | 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• Attending a job fair• Completing Workplace Skills training/certification |  |
|  | Earning a Livable Wage orLeaving 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• Attending a job fair• Completing Workplace Skills training/certification |  |
|  | Post-test Educational Functioning Level (EFL) Gain\*\*[[2]](#footnote-2) | • Post-testing • Scale Score Increase |  |
|  | Secondary Equivalent Credential Attainment orSecondary Credential Attainment\*\* | • Passing an Official Practice Test• HSE Subtest Score Increase• Passing an HSE Subtest• Passing a Practice test in one HSE subject area AND taking the corresponding HSE Subtest • Transcript or Report Card Progress - Secondary |  |
|  | Military Entrance | • Passing Score on the ASVAB |  |
|  | Work-Based Learning Completion:• Completion of one year of an apprenticeship or pre-apprenticeship• Completion of On-the-job Training (OJT)• Completion of a paid internship or work study | • Work Readiness Certification• Work Portfolio or Capstone Project• Unpaid internship• Entrance into Work-Based Learning |  |
|  | Civic Engagement:• Obtaining a Green Card• Obtaining US citizenship• Obtaining a driver's license• Voting | • Applying for a Green Card• Taking a Citizenship test• Taking a Driver's License exam• Registering to vote• Organizing or participating in neighborhood meetings, clean  ups, or cultural festivals• Volunteering • Attending city council meetings or giving testimony at public  hearings • Participating in meetings or forums to discuss community  issues |  |
|  | 2 Generation Strategies\*\*(No outcomes in year 2) | • Increasing Involvement in Children’s Education* Helped more frequently with school
* Increased contact with children’s teachers
* More involved in children’s school activities

• Increasing Involvement in Children’s Literacy Activities* Reading to children
* Visiting a library or obtaining a library card
* Purchasing books or magazines
 |  |
|  | Wrap-Around Services(No outcomes in year 2)  | • Orientation and Enrollment into partnering programs • Creating an email address• Obtaining a personal phone, tablet, or laptop• Obtaining personal or home internet access• Non-educational Service 1• Non-educational Service 2• Non-educational Service 3• Non-educational Service 4• Non-educational Service 5• Non-educational Service 6• Non-educational Service 7 |  |

### 2022-23 Performance Outcomes and Progress Measures Targets

| **2022-23 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 2 |  |
| Percent of learners who will achieve **5 or more Progress Measures** from the options selected above in year 2 |  |
| Percent of learners who will achieve **1 or more Performance Outcomes** from the options selected above in year 2 |  |
| Percent of learners who will achieve **2 or more Performance Outcomes** from the options selected above in year 2 |  |
| **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.  | *Type response here. If the grantee foresees needing support in this area of grant implementation in 2022-23, describe that here.* |
| In what ways do you use data to make determinations about:* Enrollment?
* Class schedules?
* Instruction/curriculum?
* Professional learning?
* Distance learning?
* Assessment (if applicable)?
 | *Type response here. If the grantee foresees needing support in this area of grant implementation in 2022-23, describe that here.* |

1. Outcomes marked with one asterisk (\*) are required Outcomes for Workforce Development Partnership grantees. [↑](#footnote-ref-1)
2. Outcomes marked with two asterisks (\*\*) are required Outcomes for Educational Attainment Partnership grantees, though only two of the three marked with an asterisk are required.

 [↑](#footnote-ref-2)