

GRANT POLICY BULLETIN

No. 2, March 2002

Workforce Investment Act of 1998, Title II: Adult Education and Family Literacy Act Post Funding Requirements

Colorado Dept. of Education • Center for At-Risk Education • Adult Education and Family Literacy

Program Orientation

AEFL sponsors an annual program orientation for both new and continuing AEFLA programs. This orientation is mandatory for new programs.

Program Evaluation and Reporting

AEFLA funded programs must submit the following annual reports to CDE:

- Annual Performance Report
- Annual Financial Report/Final Expenditure Report
- Statistical Report

In addition, all programs are scheduled for Peer Reviews on a rotating basis, usually every 3 years.

- **Annual Performance Report**
Funded programs will receive APR forms later in the fiscal year, to be completed and submitted by the deadline announced at that time. APRs are reviewed and scored by at least two readers. Programs receive APR results and recommendations when the process is completed. Recommendations may include proposal revisions, improvement plans, and/or additional follow-up.
- **Annual Financial Report/Year End Expenditure Report**
Funded programs will receive the required forms from CDE's Grants Fiscal Management Office. Reports are generally due by October 1 after the close of the fiscal year. CDE is transitioning to an e-budget system and will provide training and technical assistance in its use.
- **Statistical Report**
CDE has adopted the Adult Education Management Information System (MIS). The MIS is a web-based data system designed to collect and report outcome measures, demographic measures, student status measures, and student participation measures at the local program level. Outcome measures related to employment, secondary diploma or equivalent, and post-secondary education and training require follow-up of students by AEFLA programs. In some cases, follow-up must be performed after the students have left the program.
- **Peer Reviews**
Peer Review teams will conduct evaluation site visits annually. Site visits are scheduled on a rotating basis depending on where the program is in its multi-year funding cycle and length of time since its last site visit. Programs are notified well in advance and are given ample time to prepare for site visits. Program staff may be asked to participate in the process as Peer Review team members. Peer Review teams work with funded programs on compliance and quality issues, including adherence to the programs' approved funding proposals and progress toward meeting the core indicators of progress mandated by the U.S. Dept. of Education.

Professional Development

AEFL supports 3 regional State Literacy Resource Centers, one Virtual Literacy Resource Center, and collaborates with the Center for Effective Parent Involvement in Public Education (CEPIPE). The regional Literacy Resource Centers provide professional development and teacher/tutor training in addition to

maintaining resource libraries of professional development, instructional, and curriculum materials. The Virtual Resource Center develops web-based lesson plans and other distance learning resources for adult educators. CEPIPE offers training related to parent involvement and family/school partnerships. AEFLA programs are required to attend those training events that are designated as mandatory.

Intake Process

All programs should implement a student intake process that includes the following elements:

Orientation

Orientation should be designed to welcome learners, share information, and provide a positive and realistic beginning for instruction. It should be conducted on a regular schedule outside of class time and consist of a sequence of activities designed to positively introduce new learners to the program. Specific staff should be trained to conduct an orientation process that is consistent for all learners.

Enrollment Forms

All programs should interview students upon or shortly after enrollment in order to gather the required demographic, status, participation, and goal information. Enrollment forms to assist programs in gathering this information (which must subsequently be entered into the Adult Education MIS) are provided by CDE. Programs may use the CDE forms or they may choose to adapt or create their own forms. Adapted or program-created forms should be designed to collect and report all the required data.

Learner Goals

All students must identify their primary goal for attending the AEFLA program. Secondary goal(s) are optional. Instructors or intake staff should be trained to assist students with goal setting. All students will achieve educational gains while working toward improvement of basic literacy or English skills; gaining or retaining employment; entering post secondary education or training; or earning a secondary school or high school equivalency diploma.

Pre-Test Assessment for Placement

All students must be pre-tested in order to place them at the appropriate Colorado Educational Functioning Level (EFL). See *Colorado Test Benchmarks* on the CDE web site at <http://www.cde.state.co.us/cdeadult/rfp03.htm#resources> for EFLs and approved tests.

Needs Assessment

Needs assessment takes into account learners' specific needs in order to provide a basis for instructional content, approach, and materials and allows students to take responsibility for their own learning. Needs assessments must be appropriate for the learners' skill level and area of instruction, and should be administered by teachers or intake staff at the beginning of instruction and should be updated during the program year.

Student Educational Plan (SEP)

SEPs for individual instruction are learning plans that are based on the learner's educational functioning level, needs, and goals; and include instructional strategies designed to assist the learner in meeting his/her goals. For group instruction, the SEP comprises a course description that includes class schedule, identified outcomes, instructional methodology, and assessment procedures.

Skills Assessment, Pre- and Post-Testing

All AEFLA funded programs must assess students' skills upon enrollment, place students according to CDE's ABE/ASE and ESL Educational Functioning Levels, pre-test students in order to establish a baseline against which to measure progress, and post-test students in order to measure progress.

Minimum and Recommended Requirements for MIS

All programs must be able to meet at least the minimum requirements for accessing the Adult Education MIS:

Minimum Requirements		Recommended Configuration
PC	Pentium II 200 Mhz	Pentium II 450 Mhz or faster
RAM	Win 95/98/ME - 32 MB WIN NT - 64 MB Win 2000 - 128 MB Win XP - 128 MB	Win 95/98/ME - 32 MB Win NT - 64 MB Win 2000 - 128 MB Win XP - 256 MB
Hard Drive Space	500 MB free	1 GB or more free
Internet Connection	56 Kbps Modem*	Broadband, DSL, T1, or LAN
Browser**	Internet Explorer 5.5 Service Pack 2 Must support 128-bit encryption	Internet Explorer 5.5 Service Pack 2 or 6.0 Must support 128-bit encryption
E-Mail	20 MB storage, attachment support	
Firewall	Local network firewall and Internet Service Provider (ISP) firewall must allow Java applets	
First time users of the MIS will need to install free Jinitiator software *A modem is required only if your program has no access to direct Internet connection **Explorer is <i>strongly preferred</i> to Netscape		

Waiting List

All AEFLA funded programs are required to maintain waiting lists of prospective students who were unable to secure enrollment due to space or resource limitations. Programs must be able to report to CDE at mid-year and in their Annual Performance Reports the numbers of students held on waiting lists and the services that they were seeking (e.g. ESL classes, GED preparation instruction, family literacy program, etc.)

Tracking Family Literacy

All programs that provide family literacy will report in their Annual Performance Reports the number of children and families served in their program.

Communication with CDE

- All programs are expected to subscribe to CLICK, an electronic bulletin board (listserv) for adult education and family literacy programs in Colorado. Optionally, programs may subscribe to AEFL's bimonthly e-mail newsletter as well.
- All programs are assigned to an AEFL consultant, who serves as the initial technical assistance contact to an assigned group of AEFLA programs. These assignments are made after funding awards are announced.
- Programs are expected to keep CDE informed of changes in program administration and contact information, including phone numbers, addresses, e-mail addresses, and major program and staff changes.