# 2024-25 AELA Attendance Assurances

**Introduction**

To ensure educational and workforce services are provided at the highest levels of quality for the Adult Education and Literacy Act (AELA), the Office of Adult Education Initiatives (AEI) requires the following assurances.

Applicants are required to sign and agree to these assurances in order to be eligible and considered for AELA funding. Agreement to these assurances ensures applicants commit to follow federal and state laws regarding AELA.

**Local Attendance Assurances**

Learner eligibility, intake, orientation, instructional hours, attendance and case management progress are important for the success of the AELA program. To align with the needs of adult learners across the state, the Office of Adult Education Initiatives (AEI) has developed the following attendance assurances.

1. **Learner Eligibility**

Under AELA, an "eligible adult" means a person who:

* are at least seventeen years of age;
* are not enrolled in a public or private secondary school; and
	+ - lack a high school diploma or its equivalent; or
		- are in need of English language instruction; or
		- lack sufficient mastery of the basic literacy and numeracy skills necessary to enable people to function effectively in the workplace. (C.R.S. § 22-10-103(3)).

**Initial: \_\_\_\_**

1. **Intake and Orientation**

The grantee must provide an intake process where the learners have the ability to complete an intake/registration form.

**Initial: \_\_\_\_**

Grantees must submit their intake/registration form to the AEI Office for review.

**Initial: \_\_\_\_**

**\_\_\_\_\_** The grantee **does not** maintain a waitlist.

**\_\_\_\_\_** The grantee **does** maintain a waitlist. The grantee must ensure that the waitlist process is consistently and equitably applied to all adults seeking services at the program.

**Initial: \_\_\_\_**

The grantee must ensure that orientation is able to be delivered in multiple forms to address the needs of learners with disabilities.

**Initial: \_\_\_\_**

1. **Instructional Hours**

**\_\_\_\_\_** The grantee **is not** providing instruction aligned to the NRS assessments or the CCR and ELP Standards as part of the AELA grant.

**\_\_\_\_\_** The grantee **is** providing instruction aligned to the NRS assessments or CCR and ELP Standards as part of the AELA grant.

**Initial: \_\_\_\_**

The grantee must ensure that programming is of sufficient intensity (such as hours of instruction per month) and duration (the months of engagement in services)[[1]](#footnote-1) for students to make progress toward the grant outcomes.

**Initial: \_\_\_\_**

If providing instruction aligned to the NRS assessments/CCR and ELP Standards, the grantee must ensure that learners are able to meet the required hours of instruction for post-testing (as outlined in the Local Assessment Assurances) within a given term.

**Not Applicable:**

The grantee must ensure that programming is offered year-round and try to minimize breaks, ideally no longer six weeks.

The grantee must submit a locations list for review by AEI, which must include information about classes and workshops offered. This list must be submitted annually through the continuation process, as well as any time updates are made to the list.

**Initial: ­­­\_\_\_\_**

**4. Attendance Policy**

The grantee must ensure that there is an attendance policy in place for all AELA programming that promotes the achievement of grant outcomes.

The grantee must ensure that the local attendance policy includes:

* an expectation that learners will attend all class hours (if applicable)
* procedures for learners to report absences and make up work/time missed
* follow-up procedures for staff to reach out after a specified number of absent hours and for determining if additional support services are required
* provisions for learner dismissal if the attendance policy is not followed

**Initial: \_\_\_\_**

The grantee must submit the local attendance policy to AEI for review.

**Initial: \_\_\_\_**

**5. Discontinuing Services to a Learner**

Grantees must establish a progress policy to allow the grantee to discontinue services to a learner when a determination can be made that the learner has not benefitted from the services offered, e.g., no educational level gain or measurable progress toward a stated goal can be measured. This policy must describe:

* the criteria the grantee uses to determine when a learner is not benefitting from services;
* the timeframe in which this determination is made;
* the process for communicating this to the learner;
* the process by which the grantee documents its efforts to adapt services to meet the needs of learners not benefitting from programming;
* the process by which the grantee discontinues services to a learner; and
* the way the grantee documents its efforts to refer learners exited from the program providers of services that may better fit the learner’s needs.

Grantees must write their academic progress policy below:

**Program Director Name Date signed**

**Program Director Signature Date signed**

1. Comings, J. (2007). Persistence: Helping adult education students reach their goals. *Review of Adult Learning and Literacy*, 7. [↑](#footnote-ref-1)