# 2024-25 Attendance Assurances

## (Insert Fiscal Agent Name)

Introduction

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

Agreement to these assurances ensures the grantee commits to follow federal and state laws regarding AEFLA.

### Local Attendance Assurances

Learner eligibility, intake, orientation, instructional hours, retention and attendance are important for the success of the AEFLA program. To align with instructional priorities outlined in the Workforce Innovation and Opportunity Act (WIOA) and 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 the Workforce Opportunity Act (WIOA), an eligible individual in AEFLA programs includes an individual:

1. who has attained 16 years of age;
2. who is not enrolled or required to be enrolled in secondary school under State law; and
3. who –
   1. is basic skills deficient;
   2. does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
   3. is an English language learner (WIOA, sec. 203(4)).

The grantee must ensure that learners attend AEFLA-funded programs only if they meet these requirements.

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

**Serving 16-year-olds in Colorado.** WIOA Section 203(4)(B) requires that the individual is not required to be enrolled in secondary school under State law. Per §22-33-104 in the Colorado Revised Statutes, every child under the age of 17 shall attend public school for at least a certain number of hours defined in statute during each school year unless an exception has been provided under state law. In order to serve 16-year-olds, the grantee must ensure that one of the following exceptions is documented per [the procedures for serving 16-year-olds required on the AEI website](http://www.cde.state.co.us/cdeadult/grantees/handbook/serving-16-year-olds):

1. Condition of probation §18-.3-204(2.3)
2. Condition of parole §19-2-27 and 19-2-1002(1)
3. In custody of court or law enforcement authorities §22-33-104(2)(f)

Documentation that 16-year-olds seeking AEFLA services meet one of the conditions above must be submitted to and approved by AEI before the learner is tested or enrolled in classes.

Documentation must be uploaded to LACES and an email notifying the Adult Education Program Coordinator of the LACES learner ID number must be sent. No documents should be emailed.

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

2. Intake and Orientation

The grantee must ensure that orientation, intake, and assessment schedules demonstrate the program manages enrollment. Classes reported in LACES will be reviewed quarterly for evidence of managed enrollment.

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

The grantee must ensure all learner intake/registration forms contain all federally and state-required fields. The grantee may use the Sample AEFLA/IELCE Enrollment Intake Form, or an alternate form, as long as all required data components are included.

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

Grantees must submit their intake/registration form to the AEI Office for review any time changes are made to required fields or annually (if requested by AEI).

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

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

**\_\_\_\_\_** The grantee maintains 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 topics addressed during orientation include:

* What the orientation process looks like
* Learner eligibility criteria
* Types of services and activities the program provides
* Assessment and class schedules
* Attendance requirements
* Addressing barriers to participation, including referrals to support services
* Requesting accommodations, including Accessible Design Coordinator contact information
* College and Career pathways
* Free programming

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

The grantee must ensure intake/registration takes place after a program orientation takes place. Topics addressed during intake/registration should, at a minimum, include:

* Intake information, including accessible descriptions of the forms and how to complete them
* Importance of collecting Social Security Numbers (but that they are not required for services)
* Data privacy
* Description of barriers to employment
* Testing procedures and purposes

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

The grantee must ensure that orientation is available and delivered in multiple forms (e.g., visual, verbal, etc.) to address the needs of learners with disabilities.

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

### 3. Instructional Hours

The grantee must ensure that programming is of sufficient intensity (the hours of instruction per month) and duration (the months of engagement in instruction)[[1]](#footnote-1) for students to achieve learning gains.

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

Class terms must be structured so that learners have at least 8 hours of level and content specific direct instruction available per week. These hours can be accomplished through on-site instruction, distance education or a combination of the two, as eligible. Please see the Distance Education Policy for more details on reporting distance education instructional hours. The 8 hours per week minimum are in addition to homework as applicable, since homework should re-enforce content from direct instruction. Classes reported in LACES will be reviewed quarterly for evidence of meeting minimum hours requirements.

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

The grantee offers AEFLA-funded Family Literacy activities. The grantee must schedule at least 2 hours of Parent and Child Together (PACT) time each week.

**\_\_\_\_\_** The grantee does not offer Family Literacy.

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

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, including learners enrolled after the initial start date of the term.

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

The grantee must ensure that programming is offered year-round and minimize breaks to no longer than four consecutive weeks.

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

### 4. Attendance Policy

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

The grantee must ensure that the local attendance policy includes:

* an expectation that learners will, within reason, attend or make up all scheduled class hours
* procedures for learners to report absences
* follow-up procedures for staff to reach out after a specified number of absent hours of instruction, processes for learners to make up missed hours, and procedures for determining if additional support services are needed
* provisions for learner dismissal if the attendance policy is not followed

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

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

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

The local attendance policy should be in plain language, available (as needed) in other languages and in an accessible format for all learners. Program leadership must ensure that staff and learners receive and understand the content of the attendance policy.

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

5. Discontinuing Services to a Learner

Grantees must establish an academic 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 instruction and when 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 instruction;
* 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 instruction to meet the needs of learners not benefitting from instruction;
* 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 to providers of services that may meet the learner’s needs.

Grantees must write their academic progress policy below:

*Type response here.*

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

**Program Director Name (Printed)**

**Program Director Signature Date**

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