# 2024-25 AEFLA Professional Learning Assurances

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/IELCE.

Local Professional Learning Assurances

The purpose of the Local Professional Learning Assurance is to ensure AEFLA funded programs are aligned with the administrative and instructional practice priorities outlined in the Workforce Innovation and Opportunity Act (WIOA).

A [bibliography](https://lincs.ed.gov/state-resources/federal-initiatives/teacher-effectiveness/competencies) compiled by the American Institutes for Research (AIR) and located on LINCS website provides a summary of research relevant to promoting adult education instructor effectiveness. The [professional learning system framework](https://assets.aspeninstitute.org/content/uploads/2018/02/Developing-a-Professional-Learning-System-for-Adults-in-Service-of-Student-Learning-6.pdf) provided by the Aspen Institute furthers the understanding that standards-aligned, program-supported professional learning for all staff ensures enhanced quality of both service and instruction.

Professional Learning is how instructors, administrators and other grantee staff acquire, enhance or refine knowledge, skills and dispositions necessary to increase program effectiveness and learner outcomes. The focus of these professional learning requirements is to provide all grantee staff with the relevant level of WIOA Title II knowledge to effectively implement their roles, in addition to establishing and fostering leadership pathways for adult educators.

Grantees are expected to engage in the establishment and operation of high-quality professional learning programs focused on the improvement of local instructional practices and services.

Based on information and resources compiled by [LINCS](https://lincs.ed.gov/), high-quality professional learning activities:

* utilize data-driven planning and evaluation processes that support continuous improvement;
* provide clear feedback on educator performance and progress in serving students;
* ensure all adult educators have access to the content topics, listed below;
* differentiate content to address the varied needs of practitioners;
* build knowledge and peer relationships through collaborative learning;
* focus on specific academic and programmatic content; and
* provide learning in an intensive, ongoing, and connected to practice (job-embedded) context.

High-quality professional learning activities should also center on research and evidence-based practices, and may take the form of regularly scheduled data team meetings, communities of practice (CoPs), focused classroom observations, workshops/trainings, online courses, webinars, etc.

The content of professional learning activities must support the implementation and improvement of research and evidence-based practices at the local and classroom level.

Potential content topics include, but are not limited to[[1]](#footnote-2):

* specific needs of adult learners
* English language acquisition instruction
* instruction based on the best practices derived from research
* effective practices in reading, writing, speaking, and mathematics instruction
* essential components of reading instruction
* strategies to improve literacy skills
* strategies to support learners with disabilities
* strategies to support English language learners
* leveraging technology
* effective distance education practices, including how to increase the amount and quality of learning
* facilitating transitions to college and career
* career pathways
* available education, training, and social service resources in the community
* integrating literacy and English language instruction with occupational skills training
* College and Career Readiness Standards and English Language Proficiency Standards
* adult skills and literacy assessments used in the state
* civics education activities
* Integrated English Literacy and Civics Education (IELCE)
* workforce preparation activities
* Integrated Education and Training

### 1. Professional Learning Coordinator Duties

Grantees must designate a Professional Learning Coordinator (PLC). The PLC must fulfill the following responsibilities:

* provide guidance in professional learning
* assess local program and class-level performance
* gather data regarding teacher and student needs to inform professional learning activities
* deliver training, or contract with experienced professionals to do so
* share local, state, and national training opportunities with program staff, as identified in the grantee Staff List
* guide instructional staff in the Adult Basic Education Authorization (ABEA) initial and renewal processes
* track ABEA credentials attained in LACES and support instructional staff with ABEA application document submissions in LACES
* either entering or training instructional staff to enter professional learning activities in LACES that contribute to completing the six required activities
* monitoring or ensuring that required professional learning activities are correctly reported in LACES

The PLC works with [Program and Assurances Contacts](http://www.cde.state.co.us/cdeadult/grantees/handbook/staff-designations-and-responsibilities) to ensure all staff are trained on all relevant AEFLA policies.

The PLC supports the program director or designees in observing each instructor on staff.

### 2. Professional Learning Plans

Grantees must develop a program-wide professional learning plan annually. This plan must describe how the grantee will organize and implement local professional learning activities. The plan should include details on how program-wide professional learning needs will be identified; how professional learning activities will be integrated into program-wide practices; how the activities support local implementation of research- and evidence-based practices; how the grantee will facilitate instructor engagement with professional learning; and how the activities will be evaluated for improvement and sustainability. The plan must be updated and submitted to AEI annually as part of the continuation application.

Each staff member must create an individual professional learning plan with support from the PLC. A [template](https://docs.google.com/document/d/1JsqOjfMIxFjQYKc8AlDM87n8iEaBTzxqGw8mCKhx884/edit?usp=sharing) is made available for use. It is possible for a program to develop their own form but must have all the required elements from the template provided.

AEI encourages grantee participation in national training opportunities that support federally identified initiatives, e.g. Advance IET Design Camps, Enhancing Access for Refugees and New Americans (EARN), Digital Resilience in the American Workforce (DRAW). Grantees may be invited to participate with the AEI office staff in upcoming training. What professional development opportunities are of greatest interest based on staff needs, program priorities and planning, and areas of improvement? Describe the opportunities and content in the space below:

### 3. Staff Professional Learning Requirements

**Instructional Staff**

Annually, all instructional staff are required to complete a minimum of **six** professional learning activities. These activities can be in a variety of forms including but not limited to courses for the ABEA, workshops, conference attendance, community of practice participation, webinars, etc.

Please note that business meetings or local training on policies are not considered part of the professional learning hours for instructional staff. Professional learning hours for instructors should be focused on instruction.

Initial ABEA for instructors will need to be obtained within the first three years of hire at any AEFLA-funded adult education program.

Once ABEA certified instructors must renew the authorization every five years. The renewal process will require the instructor to attend 90 hours of professional learning after initial authorization and before reauthorization. These hours must be documented. The name, date, hours and notes about the professional learning must be entered into the staff member’s record in LACES under the Professional Development tab. The renewal will also require instructional staff to describe through narrative and data how the 90 hours of professional learning documented improved learner retention and measurable skill gains (MSG) within their classroom. The documentation must be submitted to AEI in the ABEA Renewal Request online form available on AEI’s website. If the renewal request shows how professional learning supported improvements in retention and MSG rates the instructor will receive an ABEA renewal certificate from AEI to submit with their renewal submission to CDE Educator Talent Licensing.

If the renewal does not show how professional learning supports retention or MSG improvements, the instructor will need to create a 2-year improvement plan with their PLC and submit that plan in the ABEA Renewal Improvement Plan online form available on AEI’s website. At the end of the two years, the PLC and instructor must submit a progress report to AEI, who will determine if a renewal certificate may be awarded.

To assist with ABEA renewal and identifying professional learning needs to address and report on, grantees are encouraged to track professional learning event names, dates, descriptions, rationale for offering/attending, attendance information, format, length (hours), and any associated certificates and expiration information in the staff professional learning plans. Guidance on acceptable license/authorization renewal activities in this context can be found on [CDE’s Educator Licensing’s Professional Development and Continuing Education Units (CEUs) page](https://www.cde.state.co.us/cdeprof/professional_nextsteps.htm).

More detail about options to complete the [initial authorization](http://www.cde.state.co.us/cdeprof/checklist-initialadultbasic) and how to submit the [renewal](http://www.cde.state.co.us/cdeprof/checklist-authrenewaladultbasic) can be found through CDE’s Educator Talent Licensing Office.

**Program and Assurances Contacts**

The AEI Office will provide training for Program and Assurances Contacts. Each [Program and Assurances Contact](http://www.cde.state.co.us/cdeadult/grantees/handbook/staff-designations-and-responsibilities) will be supported with technical assistance throughout the grant and should collaborate with the PLC to assist in training all staff on local policies and procedures.

Program and Assurances Contacts are required to attend all training courses listed below associated with their role. Training delivery modes will vary, and may include in-person training, online courses, webinars, or other training events. Training will be publicized through AEI Updates, AEI’s website, and emails.

If the individual in the contact role changes, the new individual filling the role be required to complete all training requirements as listed above.

If a Program and Assurances Contact is also an instructor, they will complete the required professional learning for both roles.

# 2024-25 Professional Learning Assurances

3. Staff Professional Learning Requirements

Program and Assurances Contacts are required to attend all trainings (or view the recordings and associated knowledge checks, where applicable) listed below associated with their role. Training delivery modes will vary, and may include in-person training, online courses, webinars, or other training events. Training will be publicized through AEI Updates, AEI’s website, and emails. Training requirements are subject to change as the federal requirements and priorities on the grant program change.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Event** | **Primary** | **Secondary** | **Fiscal** | **Authorized Representative** | **Accessible Design Coordinator** | **Assessment Coordinator** | **LACES System Administrator** | **Professional Learning Coordinator** | **Distance Education Coordinator** |
| **AEFLA Kickoff Meeting** | Required | Required | Required | Recommended |  |  |  |  |  |
| **Accessible Design Meetings** | Recommended | Recommended |  |  | Required |  |  |  |  |
| **Accessible Design Coordinator Moodle Course**  |  Recommended |  Recommended |  |  | Required |  Recommended |  |  Recommended |  |
| **Administrator Training Series** |  Recommended |  Recommended |  |  |  |  |  |  |  |
| **LiteracyPro LACES Trainings** |  Recommended |  Recommended |  |  |  |  | Required |  |  |
| **LACES Moodle Course** | Recommended | Recommended |  |  | Recommended | Recommended | Required | Recommended |  |
| **Instructor Training Series** |  Recommended |  Recommended |  |  |  |  |  | Required |  |
| **Assessment Policy Moodle Course** | Recommended | Recommended |  |  |  | Required | Recommended |  |  |
| **AEFLA Follow Up Survey Moodle Course** | Recommended | Recommended |  |  |  |  | Required | Recommended |  |
| **Distance Education Policy Training** | Recommended | Recommended |  |  | Recommended |  |  | Recommended | Required |
| **Justice, Equity, Diversity, and Inclusion Training** | Recommended | Recommended | Recommended | Recommended | Recommended | Recommended | Recommended | Recommended | Recommended |
| **IELCE Moodle Course** | Required or designee |  |  |  |  |  |  |  |  |

### 4. Professional Learning Data Tracking Requirements

ABEA authorizations, both initial and renewal, must be tracked in staff records in LACES under the staff data tab in the credential panel. These may be ingested automatically in LACES once customizations for an ingest are complete.

Grantees must, at a minimum, track the six required professional learning activities instructional staff complete annually and the required training for each Program and Assurance Contact in LACES. Grantees may track additional professional learning attended in staff records in LACES beyond these required trainings.

* AEI will add AEI-sponsored professional development hours and certificates to staff records in LACES.
* Grantees will add non-AEI professional learning activities meeting any of the training requirements in this assurance to LACES.
* Required LACES data includes Name/Type of Professional Development, Date Attended, the number of hours earned, and notes.
* Grantees must also upload test administrator certifications in the documents panel in the staff data tab in staff records in LACES upon completion of test publisher training. Grantees are encouraged to upload other certificates earned through professional learning activities in staff records in LACES as well.

**Professional Learning Coordinator’s Name (Printed)**

**Professional Learning Coordinator’s Signature Date**

**Program Director’s Name (Printed)**

**Program Director’s Signature Date**

1. These activities are identified in WIOA Sec. 223 State Leadership Activities. [↑](#footnote-ref-2)