

# ANNUAL REPORT TO THE OFFICE OF VOCATIONAL AND ADULT EDUCATION FY 2007-2008

## LEGISLATIVE HIGHLIGHTS

For the 3rd consecutive year, state funds were appropriated for the [Colorado Family Literacy Education Fund](#). Six programs were funded to provide or expand family literacy services in FY08.

Colorado's 2008 legislative session expanded the [Colorado Preschool Program](#) by adding 6,254 new slots to serve 3- and 4-year olds (nearly \$21 million in new funding).

[Colorado Achievement Plan for Kids](#) (SB-212) was passed, which reforms the state's K-12 content standards and assessment system so that students will have the skills and knowledge necessary to compete and succeed in college or careers.

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## I. STATE LEADERSHIP ACTIVITIES

### PROFESSIONAL DEVELOPMENT

#### Assessment Training

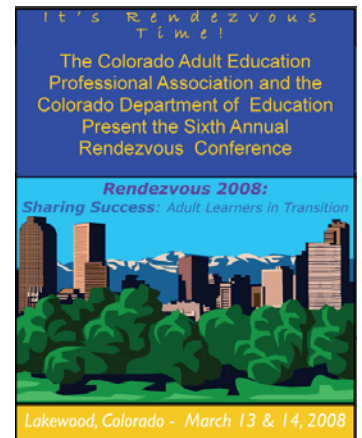
The Adult Education and Family Literacy office at the Colorado Department of Education (CDE/AEFL) conducted 2-day regional assessment trainings in five Colorado locations in August and September of 2007. A total of 184 adult education instructors in the Denver-Metro, Northern Colorado, Southern Colorado, Four Corners and Mountain regions attended trainings on the following state-approved standardized assessments: CASAS Reading/Listening (49 participants), BEST Plus Administrator (34 participants), BEST Plus Scoring Refresher (25 participants) CASAS Functional Writing Assessment (47 participants) and TABE (29 participants). Fourteen additional teachers were trained on BEST Plus in March by special request of the local programs.

Concurrent with the regional assessment trainings, two national trainers, Bonnie Vondracek and Susan Pittman, conducted a special training, "Personnel Management and Team Building" for local program directors. Thirty-six directors and/or key staff members attended. Two other special trainings were offered – "GED Mathematics Institute" attended by 66 ABE/ASE teachers and "Linking ESL Assessment to Classroom Instruction" attended by 69 ESL teachers.

#### State Wide Conferences and Meetings

CDE/AEFL partnered with the [Colorado Adult Education Professional Association \(CAEPA\)](#) to present the three-day Mile High Rendezvous conference held in March 2008. Following the opening keynote speaker, Peter Waite of ProLiteracy America, the 393 conference attendees participated in workshops in the theory and practice of ABE, ASE, ESL, and Family Literacy instruction for adults. The members of the [Professional Development Advisory Group \(PDAG\)](#) identified the Professional Development Self-Assessment descriptors that each of the 45 breakout sessions addressed. The descriptors were included in the program book with each session description. In that way, teachers were able to locate conference sessions correlated with the needs and interests they had previously identified through the PD Self-Assessment. A full list of all the descriptors was printed in the CAEPA [Rendezvous 2008 Conference program](#).

CDE/AEFL conducted three meetings for local program directors in FY08. To kick off the new school year, 88 directors and key staff met in Colorado Springs for two days in August 2007. Small groups rotated through six breakout sessions presented by the consultants from the state AEFL office. To address the more extensive needs of new program directors, the state office conducted a follow-up 2-day training for 20 new directors and key staff in Denver on October 18-19, 2007. Consultants pre-



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## I. STATE LEADERSHIP ACTIVITIES (CONT'D)

sented their areas of responsibility in greater depth. At that time we also contracted the services of a recently-retired, highly-respected adult education program director to coach a select group of six new program directors. Throughout FY08 the coach interviewed the new directors regarding their experience and needs, visited their program sites, mentored them through phone and e-mail, and conducted group and individual face-to-face trainings. The third state wide meeting was a half-day, mid-year Program Directors' meeting preceding the CAEPA Rendezvous conference in March 2008.

### ESL Training Team (formerly CAELA Initiative)

Colorado concluded its participation in the Center for Applied Linguistics' CAELA state capacity-building initiative in FY07, but continued similar work on its own in FY08. The three-person Colorado team worked on two projects in FY08. First, pairs consisting of one veteran CAELA team trainer plus one new trainer (trained during our FY07 Training of Trainers process) delivered the two-part study circle [Making Second Language Acquisition Come Alive in the Adult ESL Classroom](#). The training was received by 11 participants in Ft. Morgan, 19 participants in Eagle Valley, and by 15 participants in Colorado Springs. Second, the team developed facilitator guides and participant materials for a two-part study circle (8 hours total), Teaching ESL Beginning Level Learners – Literacy Assessment and Instruction. The study circle was delivered to eight participants in Ft. Collins. Participants read and discussed research on literacy level learners, selected one or two research-based instructional practices to implement in their ESL classrooms, and returned after four weeks to report on their results and continue discussions. Additional study circles on this topic are planned for FY09.

In FY 2008 approximately 30% of all postsecondary undergraduate students were assigned to remediation in at least one discipline. At the two-year institutions the overall remediation rate in FY 2008 was approximately 53%; at the four-year institutions the overall remediation rate was approximately 21%. At both two-year and four institutions, the subject with the highest number of students assigned for remediation was mathematics.

**Colorado Commission on Higher Education.** [2008 Legislative Report on Remedial Education.](#)



2008 LEGISLATIVE REPORT ON  
REMEDIAL EDUCATION  
December 11, 2008

1000 Broadway, Suite 1000 • Denver, Colorado 80202 • 303.733.0800  
David S. Swales, Executive Director

### Professional Development Self-Assessment

For the second year, adult education teachers statewide completed the online [Professional Development Self-Assessment for Colorado Adult Education Teachers](#) (PD self-assessment) to assess their professional development needs and interests. By the end of FY08, 331 teachers (which represents 76% of the total part time and full time classroom instructors) had completed the self-assessment. Reports of the PD self-assessment results were provided at four levels. Teachers received an individual report of their responses to all 110 skill and knowledge descriptors on the self-assessment and a report of their top ten priorities for professional development. Local program directors received aggregate reports of their staff's responses to each descriptor plus an aggregate report of the PD priorities chosen by staff members. The state's four [Professional Development Resource Centers](#) received similar reports for programs in their region. The CDE/AEFL office, PDAG members, the Colorado ESL Training Team, and the Colorado Adult Education Professional Association (CAEPA) received similar reports with state wide results. All these groups used the results to inform their decisions on topics to be addressed through professional development at the local, regional, and state levels.

### Tracking and Reporting PD Points

FY08 was the first year in which local programs in Colorado were required to track and report to CDE/AEFL the PD Points earned by their teachers. PD Point values are assigned to 24 PD activity options on the state's [PD Flow Chart](#). PDAG made available the [Teacher's Annual Professional Development Activity Record](#) for teachers to use, and a spreadsheet—[AEFLA Program Annual Professional Development Summary](#)—for program directors to use.

The PD summary spreadsheets were submitted to CDE/AEFL as part of local programs' annual performance reports. The state wide goal was for each program to

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## STATE LEADERSHIP ACTIVITIES (cont'd)

report on at least sixty-five percent of their teachers.

Of the thirty-three programs reporting, 21 submitted PD Point data on 100% of their AEFLA-funded teachers; 3 reported on more than 100% (meaning that they included non-AEFLA-funded teachers as well); eight programs reported 60% - 86% of their AEFLA-funded teachers, and one program reported 18% of its teachers. Total PD Points state wide for the four strands was 20, 000. The majority of points (11, 810) was earned by attending workshops/conferences/trainings. The three remaining strands were roughly equal in PD points earned: Self-Study – 2, 508 PD Points, Collaboration with Colleagues – 2, 693 PD Points, and Courses for Credit – 2, 989 PD Points. PD points are roughly equivalent to contact hours, though activities with greater interaction earn higher numbers of points.

## Conversion of PD System from PD Points to PD Hours

For the past two fiscal years, the Literacy Instruction Authorization credential process and the Professional Development System evolved independently, occasionally intersecting on specific issues. Consequently, teachers looking ahead to LIA renewal were required to submit evidence of *contact hours* to Colorado Educator Licensing while AEFLA teachers participating in ongoing PD received evidence of *PD Points* earned. From September to May of FY08, PDAG, the [LIA Portfolio Committee](#) and Colorado Educator Licensing had extensive discussion of aligning the two systems by converting the PD Point system to a PD Hour system. This conversion would significantly facilitate the smooth processing of LIA renewal for Colorado's adult education teachers. A successful agreement was reached and the state PD Coordinator revised all the PD system documents in preparation for announcing the change at the state wide Program Directors' Meeting in August 2008.

## STATE PROFESSIONAL DEVELOPMENT RESOURCE CENTERS

The three regional [State Professional Development Resource Centers](#) (SPDRCs) provided access to professional development and classroom materials through their library collections and sponsored regional state wide assessment training and local needs-based professional development. The Northern Colorado Literacy Resource Center continued to manage Colorado's CASAS Training Network, and served on the Professional Development Advisory Group (PDAG) and the ESL Training Team; the Southern Colorado Literacy Resource Center published [Literacy Lifejacket](#) newsletters to disseminate information about resources available to adult educators and served on PDAG; and the Denver Metro Resource Center again partnered with the Literacy Coalition of Jefferson County to provide a mini-conference for Denver-Metro adult educators. The Four Corners Professional Development Resource Center focused on developing distance education opportunities and resources for adult educators and continued the monthly publication of the [Tech Beat](#).

## MONITORING AND EVALUATION

### Program Accountability and Improvement Reviews (PAIR)

The AEFL office began the process of reviewing its program monitoring system, and a new PAIR coordinator was hired. Programs that were on program review as a result of PAIR visits in FY07 began working with the new monitoring coordinator in FY08. An abbreviated version of the PAIR—PAIR Fundamentals—was developed, including a two-part training for new program directors: Orientation to the PAIR Process and Preparing for the PAIR.

### Annual Performance Factor (APF)

The [Annual Performance Factor](#) is a weighted formula that provides the quantitative component of Colorado's evaluation system. Based on a 100-point scale, the APF is used to evaluate program performance against state per-

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Multiple factors influence how prepared children are for school. The "Ready Child Equation" provides a framework for analyzing the school readiness of Denver's low-income children by looking at factors related to their families, communities and schools, as well as the availability of proven programs and services for children.

**Piton Foundation, 2008.**

[Are Denver's Communities Ready for Kids?](#)



## STATE LEADERSHIP ACTIVITIES (cont'd)

formance measures, target technical assistance, and determine performance-based incentives or sanctions. New to the APF in FY08 is a factor that rewards compliance with the State's policy on percent of program staff that must hold the Authorization in Literacy Instruction (LIA).

### AUTHORIZATION IN LITERACY INSTRUCTION (LIA)

The Literacy Instruction Authorization is a state credential, created to ensure and support a highly qualified and experienced adult education workforce. Collaboration with key agencies such as the Colorado Community College System, the AEFLA Professional Development Advisory Group, and Colorado Educator Licensing to support, manage, and develop LIA is ongoing.

AEFLA programs are required by state policy to maintain a majority of credentialed teaching staff; 79% of programs were in compliance by the end of the fiscal year. Fifty-five LIAs were awarded in FY08.

### Portfolio Process

CDE/AEFL continues the portfolio process to provide an alternative route to its state credential. The Portfolio Committee is made up of a group of professionals and experts representing a wide range of experience and knowledge in adult education and family literacy. The primary role of the committee is to evaluate portfolios submitted by candidates for LIA. In FY08, forty-five portfolios were approved.

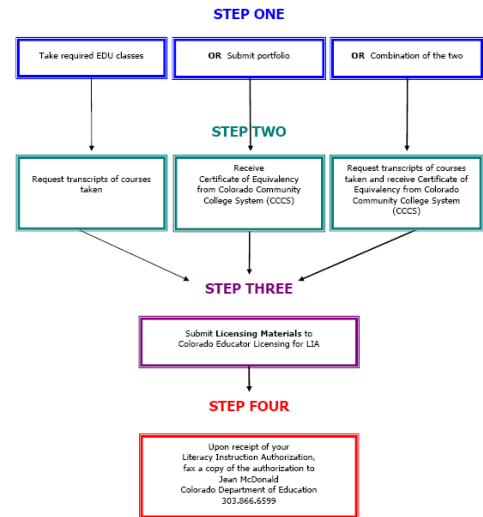
### Credential Policy and Procedure

The Committee continues developing, disseminating, and implementing LIA policies. A work session took place in August 2007 to plan and prepare for Version Four of the guide to LIA. The resulting draft was presented to six focus groups around the state for review and input.

### Courses for the Credential

During FY08, 102 students enrolled in the courses. [Introduction to Adult Education \(EDU 131\)](#) enrolled fifteen students; [Planning, Organizing and Delivering Adult Education Instruction \(EDU 132\)](#) enrolled twenty students; [Adult Basic Education and Adult Secondary Education \(EDU 133\)](#) enrolled forty-six students; and [Teaching ESL to Adult Learners \(EDU 134\)](#) enrolled

Literacy Instruction Authorization Flow Chart  
Four Steps to Acquire the Literacy Instruction Authorization



LIA Handbook, Version 4, October 2008 CDE Improving Student Achievement Section 1.5

twenty-one students. A variety of course formats to accommodate the circumstances and learning styles of adult learners were provided: classroom-based, online and hybrid (combination of online and classroom-based). Western State College of Colorado offered [Teaching ESL to Adult Learners \(EDU 134\)](#) as a graduate level intensive course during its 2008 Summer Teacher Institute from June 9-14, 2008. Ten Colorado teachers participated.

| Certificate of Equivalency  |  |           |
|---|--|-----------|
| Literacy Instruction Authorization Coursework   |  |           |
| This certifies that   |  |           |
| <i>Name goes here</i>   |  |           |
| Has been evaluated and approved by the Literacy Instruction Authorization Portfolio Committee based on the submission of a Literacy Instruction Authorization Portfolio proving equivalency to the following Colorado Community College course:                                   |  |           |
| EDU 131:  | Introduction to Adult Education Instruction                    | 3 Credits |
| EDU 132:  | Planning Organizing and Delivering Adult Education Instruction | 3 Credits |
| EDU 133:  | Adult Basic Education/Adult Secondary Education                | 3 Credits |
| EDU 134:  | Teaching English as a Second Language to Adult Learners        | 3 Credits |
| A total of 12 credits are awarded this day.   |  |           |
| CERTIFIED BY:<br>Provost<br>Colorado Community College System   |  |           |
|   |  |           |
| <small>The Certificate of Equivalency is the equivalent of an unofficial transcript issued through the Colorado Community College System. The above mentioned person is awarded the listed number of credits by the Colorado Community College System on the listed date.</small> |  |           |

LIA Handbook, Version 4, October 2008

CDE Improving Student Achievement

Section 10.3

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# STATE LEADERSHIP ACTIVITIES (cont'd)

## COLORADO LITERACY RESEARCH INITIATIVE

The [Colorado Literacy Research Initiative](#) (CLRI) is a State Leadership project that provides access to research and statistics about adult and family literacy issues in Colorado. CLRI also assists in compiling and formatting annual [Colorado Program Facts](#).

### LitScan FY08:

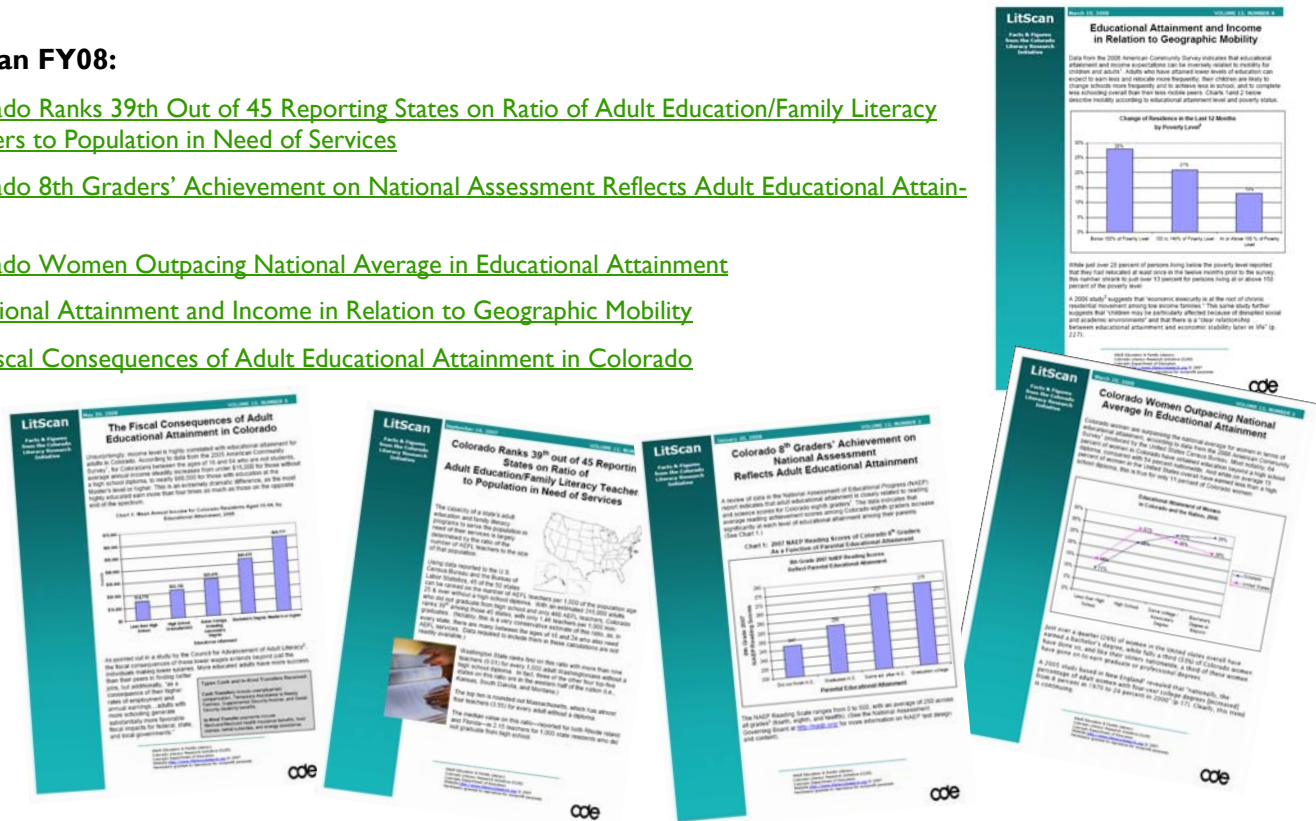
[Colorado Ranks 39th Out of 45 Reporting States on Ratio of Adult Education/Family Literacy Teachers to Population in Need of Services](#)

[Colorado 8th Graders' Achievement on National Assessment Reflects Adult Educational Attainment](#)

[Colorado Women Outpacing National Average in Educational Attainment](#)

[Educational Attainment and Income in Relation to Geographic Mobility](#)

[The Fiscal Consequences of Adult Educational Attainment in Colorado](#)



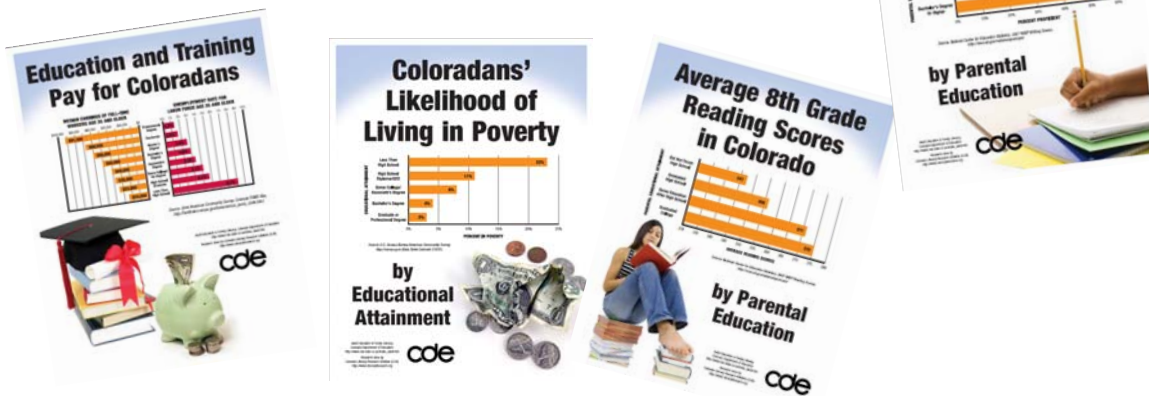
### Literacy Posters FY08:

[Education and Training Pay for Coloradans](#)

[Coloradans' Likelihood of Living in Poverty](#)

[Average 8th Grade Reading Scores in Colorado](#)

[Percentage of 8th Graders in Colorado with Proficient Writing Scores](#)



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## 2. COLORADO ADULT EDUCATION EFFECTIVENESS

**Entered and Retained Employment** Colorado conducted data matching with the Department of Labor and Employment (CDLE). Because historically the number of records available for data matching has been disproportionately low, local programs were required to conduct surveys to collect employment measure outcomes for students who were not eligible for data matching but had employment goals. CDE/AEFL then combined local survey data with state data match outcomes. Results are not yet available for FY08.

**Obtained a GED or Secondary School Diploma** Data is compiled from two sources to determine performance: GED data is derived from data matching between the state's GED data base and the adult education database, and adult high school completion data is derived from program surveys or local data matching. Colorado exceeded its target of 53% for this goal.

| (A)<br>Goal     | (B)<br>No. w. Goal | (C)<br>No. Included | (D)<br>No. Responding | (E)<br>Response Rate or | (F)<br># Achieving | (G)<br>Percent Achieving |
|-----------------|--------------------|---------------------|-----------------------|-------------------------|--------------------|--------------------------|
| Obtain GED      | 2345               | 2345                | 2345                  | 100%                    | 1254               | 53%                      |
| Obtain AHS      | 120                | 120                 | 80                    | 67%                     | 54                 | 68%                      |
| <b>Combined</b> | <b>2465</b>        | <b>2465</b>         | <b>2425</b>           | <b>98%</b>              | <b>1308</b>        | <b>54%</b>               |

In FY08, 14, 985 Coloradans took part or all of the GED tests —a 4.5% increase over the 14, 295 of FY07. Of those candidates who completed all five portions of the tests, 10, 420 or 69.5 percent met the minimum score requirements and earned a Colorado High School Equivalency Diploma.

**Entered Postsecondary Education or Training** Colorado's target for this goal was 76%; 36% of students with this goal achieved it, based on survey data.

**Educational Gains** Overall enrollment was slightly up at 14, 682 compared to 14, 531 enrolled in FY07. The growth in the ESL population continues a trend observed over the past several years: in FY03, ESL learners accounted for sixty-one percent of all adults served by local programs. ESL accounted for sixty-six percent of learners served by FY07, and remained at that percentage in FY08.

Colorado met or exceeded ten of the eleven performance levels set by the U.S. Department of Education for educational gains. Level completion performance improved over FY07 at four levels—ABE Beginning Literacy (0-1.9), ABE

Intermediate High (6-8.9), Low Adult Secondary (9-10.9), and ESL Advanced (6). Performance at six levels declined: ABE Beginning Basic (2-3.9); and ESL Beginning Literacy (0-1), Low Beginning (2), High Beginning (3), Low Intermediate (4) and High Intermediate (5). Performance at one level remained the same: ABE Intermediate Low (4-5.9).

| Level                   | FY06 | FY07 | FY08 | Trend | FY08 Target | Met |
|-------------------------|------|------|------|-------|-------------|-----|
| ABE Beg Literacy        | .63  | .51  | .59  | ↑     | .47         | ✓   |
| ABE Beg Basic Education | .58  | .60  | .57  | ↓     | .47         | ✓   |
| ABE Intermediate Low    | .53  | .53  | .53  | —     | .46         | ✓   |
| ABE Intermediate High   | .49  | .49  | .52  | ↑     | .42         | ✓   |
| ASE Low                 | .50  | .50  | .51  | ↑     | .46         | ✓   |
| ESL Beginning Literacy  | .49  | .48  | .46  | ↓     | .41         | ✓   |
| ESL Low Beginning       | .50  | .67  | .64  | ↓     | .41         | ✓   |
| ESL High Beginning      | .50  | .58  | .54  | ↓     | .41         | ✓   |
| ESL Low Intermediate    | .45  | .50  | .46  | ↓     | .45         | ✓   |
| ESL High Intermediate   | .48  | .50  | .43  | ↓     | .43         | ✓   |
| ESL Advanced            | .30  | .19  | .20  | ↑     | .26         |     |

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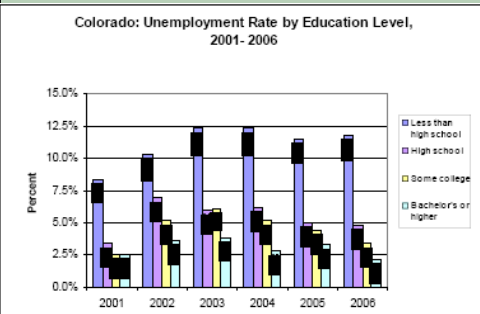
### 3. INTEGRATION OF ACTIVITIES

CDE/AEFL led the first Western Information and Networking Exchange (WINE) Retreat held September 13 and 14, 2007 in Grand Junction, Colorado.

The goal of the 2007 WINE Retreat was to provide an opportunity for professionals from various state agencies to come together and learn from each other. An additional goal of the conference was to provide professionals with cross-disciplinary interests related to education the time to meet and interact with members outside their own disciplines.

Education level strongly correlated with unemployment levels from 2001 through 2006. Those with less than a high school diploma showed notably higher levels of unemployment than those with higher amounts of education, and their unemployment rate in 2006 was markedly higher than it was in 2001.

Colorado Fiscal Policy Institute, 2008.  
[State of Working Colorado 2007](#)



Source: Economic Policy Institute's analysis of Current Population Survey data

The retreat highlighted Adult Education, Corrections, and Workforce agencies in western Colorado and was designed to forge relationships and strengthen collaboration to better serve both respective and mutual target populations.

Special Keynoters were Dr. Peter Leone, author of "Getting Out and Going Straight: Literacy, Opportunity and Workforce Development," and Dr. Raymond Wlodkowski, who spoke about enhancing success for adult learners and led the discussion on "The Intersection of Emotion, Learning, and Perseverance in the Adult Learner."

Breakouts included:

- Working With an Ex-offender: a Primer for Adult Education and Workforce Professionals
- WorkKeys: How It Can Be Implemented With Special Populations
- Determining the Needs of Your "Employer Customer"

### WIA PERFORMANCE INCENTIVE FUNDS

Two major projects were completed in FY08. The Lindamood Bell (LMB) Reading Project and the Four Corners Distance Education Project were funded by the last of Colorado's WIA Performance Incentive Funds.

**The Lindamood Bell (LMB) Reading Project** offered Colorado adult education instructors a full week of training on implementing LMB-based instruction in the classroom. Seventy-eight teachers were trained. Currently, there are five full LMB reading labs and many more use LMB-based instruction for adults with learning disabilities.

**The Four Corners Distance Education Project** focused on the southwest corner of Colorado, where need was greatest and connectivity weakest. Durango, Cortez, Pagosa Springs, and Ignacio began with McGraw-Hill's online GED program and experimented with several other distance education software programs. Little or no distance education had been used in the past at these centers due to lack of funding experience. This project was the vehicle that delivered distance education instruction to the Four Corners area; in addition, the Four Corners Virtual PD Resource Center expanded its role to serve as the [Four Corners Online Project](#).

**State Workforce Board Participation** In FY08, Colorado's Office of Workforce Development relocated from the Department of Local Affairs (DOLA) to the Department of Labor and Employment (CDLE). During this transition, the state workforce board was re-established and new board members were appointed. CDE/AEFL was not included in the board's membership.

Parents without a college education often struggle to earn enough to support a family, but only 34 percent of adults in Colorado have a bachelor's degree. A substantial portion of children in Colorado whose parents only have a high school diploma--54 percent--are low income. Children of foreign-born parents are also more likely to be low income than children of native-born parents.

National Center for Children in Poverty, 2008. [Colorado Family Economic Security Profile](#)



## 4. EL/CIVICS GRANTS

English Literacy and Civics Education (EL/Civics) grants supported 1,161 learners in fourteen adult ESL programs in FY08, an increase of 133 learners over last year. Level completions for EL/Civics learners improved over FY07's performance at two levels, remained the same at two levels, and declined at two levels; state performance goals were met or exceeded at all six levels.

### EL/CIVICS FY08 EDUCATIONAL GAINS BY EFL

| Entering EFL | # Enrolled   | Attendance Hrs | Comp Level | Comp Level & Advanced | Sep B4 Comp | Remaining in Level | % Comp Level |
|--------------|--------------|----------------|------------|-----------------------|-------------|--------------------|--------------|
| ESL 0-1      | 260          | 16,126         | 122        | 84                    | 92          | 46                 | 47%          |
| ESL 2        | 128          | 8,425          | 99         | 47                    | 14          | 15                 | 77%          |
| ESL 3        | 233          | 15,816         | 159        | 72                    | 26          | 48                 | 69%          |
| ESL 4        | 244          | 16,963         | 135        | 71                    | 46          | 63                 | 55%          |
| ESL 5        | 218          | 15,540         | 107        | 60                    | 42          | 69                 | 49%          |
| ESL 6        | 78           | 4,510          | 22         | 11                    | 34          | 22                 | 28%          |
| <b>Total</b> | <b>1,161</b> | <b>77,380</b>  | <b>644</b> | <b>345</b>            | <b>254</b>  | <b>263</b>         | <b>55%</b>   |

### FOCUS OF INSTRUCTION

Several themes recurred among Colorado's EL/Civics programs in FY08: understanding community services, civic participation and advocacy, emphasis on U.S. history and the American political process, and a concerted effort to blend civics education with literacy skills.

### FROM THE CLASSROOM: ACTIVITIES IN THE FOCUS AREAS

**Understanding Community Services** Colorado's EL/Civics programs utilized guest speakers and field trips to inform learners about services and institutions in their communities. Highlighted services include: health screenings, a low-cost dental clinic, a domestic violence support group, a sexual assault victims advocacy group, bringing in IRS volunteers to aid with completing income tax forms, and a visit to traffic court. Field trips included the State Capitol building, City Council chambers, public libraries, parents' nights at local schools, a community health fair, a local workforce center, and a local historical museum.

**Civic Participation and Advocacy** Colorado's EL/Civics programs made a concerted effort to inform their adult learners about civic institutions and to engage them in advocacy. Several programs brought in immigration attorneys as guest speakers for EL/Civics classes. An adult learner at one program is being trained to deliver the annual workshop entitled "Know Your Rights." Adult students and staff at another program conducted a building-wide cleanup to celebrate Earth Day. Learners at a large urban program studied recycling and the environment. One of the classes created a public announcement board highlighting ways learners could reduce their use of energy and their energy bills. Several EL/Civics learners at a large metro-Denver program participated in the Learning Landscape Alliance, a community-based association that designs and builds multi-dimensional playgrounds at local elementary schools. Other civic engagement activities of Colorado's EL/Civics programs in FY08 include participation in a local food drive, visiting a local workforce center, visits to public libraries to obtain library cards, volunteering at children's public schools, and running in the Susan B. Komen Race for the [Breast Cancer] Cure.

Several programs noted the impact of advocacy activities in FY08. Learners in southwest Colorado wrote letters to congressional representatives advocating for increased adult education funding. At this same program, EL/Civics learners became involved in sustaining a grant intended to integrate immigrants into the community. Learners served on the advisory board and canvassed the community to spread the word about local services available to immigrants. At a northern Colorado program, EL/Civics learners participated in small group discussions to prioritize issues for [Pathways Past Poverty](#), a United Way project.

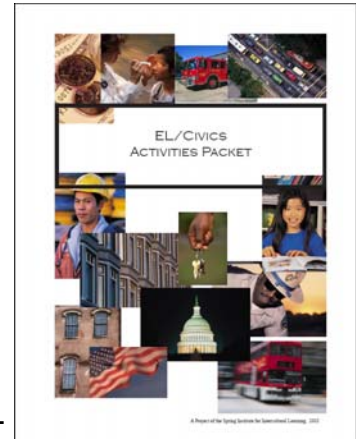


In addition to adult learners practicing advocacy, Colorado's EL/Civics teachers advocate on behalf of learners. One instructor in Southern Colorado is certified to register people to vote and provides that service for eligible students. Other teachers helped their learners obtain Green Cards, complete job applications and register for classes at local community colleges.

**Emphasis on U.S. History and the American Political Process** EL/Civics classes across the state incorporated lessons on American history and U.S. Government. Learners at one program studied an elaborate historical time line with significant historical events and key figures. Learners at a Western Slope program acted out plays related to holidays in the U.S. Through the plays, they learned about Rosa Parks, Washington crossing the Delaware, Pocahontas, and the Pilgrims' first Thanksgiving. A large program in Northern Colorado added two extra hours each week for EL/Civics learners to focus on studying American history and U.S. government.

Many EL/Civics programs took advantage this year of the presidential campaigns and election by focusing on the Colorado caucus system for selecting party candidates. One neighborhood caucus took place at the middle school that houses one program's EL/Civics classes. The learners from the class attended the caucus as observers to learn first-hand about this aspect of political participation.

**Effective Blending of Civics Education and Literacy Skills** EL/Civics teachers effectively blended core curricula for English language and literacy development with supplemental materials containing civics content. A southern Colorado program has developed leveled curriculum notebooks that blend life skills topics plus civics and American culture. The same program supplemented its curriculum with *News for You*, which provided current events articles about the election process and civics-related information. Another program used news articles from *The Denver Post* with High Intermediate to Advanced learners. Several programs adopted the new *Step Forward* ESL curriculum (Oxford University Press) and expanded the chapters on "Community Resources" and "Doing the Right Thing" with additional civics content drawn from supplemental books, newspapers or the Internet. One program uses Colorado's [EL/Civics Activity Packet](#).



Colorado householders with less education are more likely to have insufficient income. More than half of those with less than a high school education have income below the Standard, compared to 10% of those with a college degree.

**Colorado Fiscal Policy Institute, 2008.**

[The Self-Sufficiency Standard for Colorado 2008](#)



[2008 Legislative Report on Remedial Education](#)

[Adult Basic Education and Adult Secondary Education EDU 133](#)

[AEFLA Program Annual Professional Development Summary](#)

[Annual Performance Factor](#)

[Are Denver's Communities Ready for Kids?](#)

[Average 8th Grade Reading Scores in Colorado](#)

[Colorado Achievement Plan for Kids](#)

[Colorado Adult Education Professional Association](#)

[Colorado 8th Graders' Achievement on National Assessment Reflects Adult Educational Attainment](#)

[Colorado Family Economic Security Profile](#)

[Colorado Literacy Research Initiative](#)

[Colorado Preschool Program](#)

[Colorado Program Facts](#)

[Colorado Women Outpacing National Average in Educational Attainment](#)

[Coloradans' Likelihood of Living in Poverty](#)

[Education and Training Pay for Coloradans](#)

[Educational Attainment and Income in Relation to Geographic Mobility](#)

[EL/Civics Activity Packet](#)

[The Fiscal Consequences of Adult Educational Attainment in Colorado](#)

[The Four Corners Online Project \(4CO\)](#)

[Introduction to Adult Education EDU 131](#)

[LIA Portfolio Committee](#)

[Literacy Lifejacket](#)

[Making Second Language Acquisition Principles Come Alive in the Adult ESL Classroom](#)

[Pathways Past Poverty](#)

[Percentage of 8th Graders in Colorado with Proficient Writing Scores](#)

[Planning, Organizing, and Delivering Adult Education Instruction EDU 132](#)

[Professional Development Advisory Group \(PDAG\)](#)

[Professional Development Flow Chart](#)

[Professional Development Point System](#)

[Professional Development Self-Assessment for Colorado Adult Education Teachers](#)

[Rendezvous 2008 Conference Program](#)

[The Self-Sufficiency Standard for Colorado 2008](#)

[State of the Rockies Report Card](#)

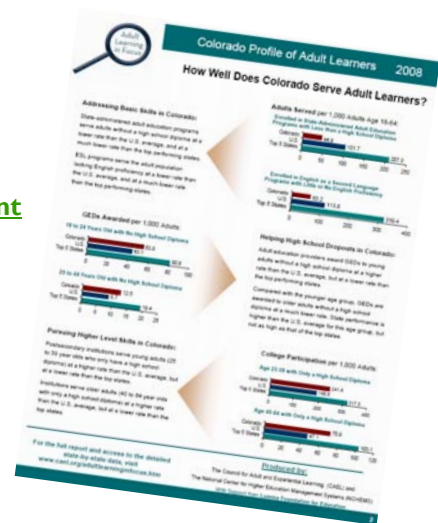
[State of Working Colorado 2007](#)

[State Professional Development Resource Centers](#)

[Teacher's Annual Professional Development Activity Record](#)

[Teaching ESL to Adult Learners EDU 134](#)

[TechBeat](#)



The growth of the Rockies' immigrant population is significantly outpacing the United States as a whole: from 2000-2005 the regional immigrant population rose 27 percent versus 16 percent nationwide.

**Colorado College, April 2008.** [State of the Rockies Report Card](#)

