

ANNUAL REPORT TO THE OFFICE OF VOCATIONAL AND ADULT EDUCATION **FY 2008-2009**

LEGISLATIVE HIGHLIGHTS

For the 4th 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 FY09.

The Economic Opportunity Poverty Reduction Task Force Act was signed into law. The goal of the Task Force is to reduce poverty in Colorado by half by 2019.

An office of dropout prevention and student re-engagement was created within CDE to provide focus, coordination, research, and leadership to assist local education providers in implementing coordinated efforts to reduce the high school dropout rate and increase the high school graduation and completion rates and the levels of student engagement and re-engagement.

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I. STATE LEADERSHIP ACTIVITIES

PROFESSIONAL DEVELOPMENT

Assessment Training

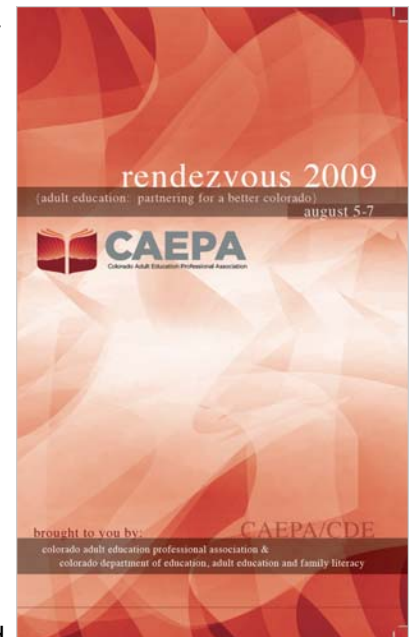
Colorado Department of Education-Adult Education and Family Literacy (CDE/AEFL) conducted 2-day Regional Assessment Trainings in five Colorado locations in August and September 2008. 269 adult education instructors in the Denver-Metro, Northern Colorado, Southern Colorado, Western Slope and Mountain regions attended trainings on state-approved standardized assessments. New for FY09 was CASAS Beyond IT training for experienced testers. Participation in the FY09 trainings increased by 85 over that of FY08 largely due to demand for quality TABE training. Attendance was: CASAS Reading/Listening Implementation Training (71 participants), CASAS Beyond IT (51 participants), BEST Plus Administrator (44 participants), BEST Plus Scoring Refresher (13 participants), CASAS Functional Writing Assessment (15 participants), and TABE (75 participants). Eighteen additional teachers were trained on BEST Plus in February 2009.

Day 2 of the five Regional Assessment Trainings saw 154 teachers statewide complete a 6-hour workshop—"How Adults Learn and What Teachers Can Do About It." In this interactive workshop participants examined three essential conditions of adult learning (Malcolm Knowles) – a Supportive Learning Environment, Engagement of Learners' Responsibility, and Use of the Learners' Experience. The workshop integrated key principles of adult learning and teaching, current brain research that supports the principles, and classroom activities teachers could use that align with the principles and the research.

State Wide Conferences and Meetings

Denver hosted the 43rd International TESOL Convention from March 26-28, 2009. Based on the number of adult ESL learners served in the previous fiscal year, each program received financial assistance for up to three ESL teachers. The State PD Coordinator joined the local convention support team in recruiting K-12 schools, IEPs, and adult education programs for Educational Site Visits. Five Colorado adult education programs welcomed TESOL visitors, described their services, took the visitors to observe classrooms, and facilitated discussions with teachers and adult learners.

CDE/AEFL held two state wide meetings of AEFLA-funded program directors and key staff members. Eighty-five participants and ten state staff



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I. STATE LEADERSHIP ACTIVITIES (CONT'D)

and invited guests attended the 2-day meeting held August 14-15, 2008 in Colorado Springs. Small groups rotated through six breakout sessions presented by CDE/AEFL staff. Eighty-six participants (including state staff) attended a half-day mid-year meeting in Denver on March 25th, just prior to the TESOL convention. State staff provided updates in their areas of responsibility.

Professional Development Advisory Group

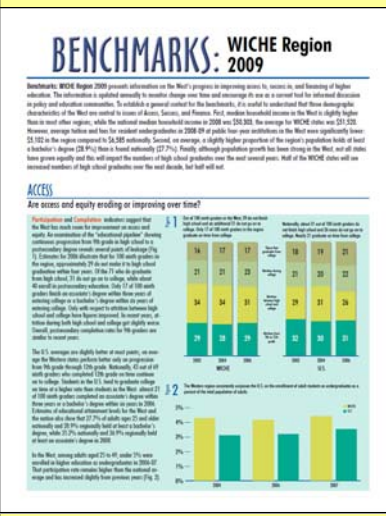
For the third year, adult education teachers statewide completed the on-line [Professional Development Self-Assessment for Colorado Adult Education Teachers](#) to assess their professional development needs and interests. By the end of FY09, 302 teachers had completed the self-assessment. Reports of 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 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 PD at the local, regional, and state levels. Nevada's Adult Education office requested the CDE/AEFL software for the PD Self Assessment so it can be adapted for use in their state.

Tracking and Reporting PD Points

FY09 was the second year in which local programs in Colorado were required to track and report to the CDE/AEFL office the PD Hours earned by their teachers. Programs submitted the [PD summary](#) spreadsheets along with their Annual Performance Reports. The policy goal was that programs would report PD Hours earned by at least 65% of their AEFLA-paid teachers. Of the 32 programs reporting, 18 submitted PD Hour data from 100% of their AEFLA-funded teachers; one reported on more than 100% (by including non-AEFLA-funded teachers as well); six programs reported 65% - 86% of their AEFLA-funded teachers, five programs reported 50-64%, and two programs reported 25% or less. The total number of teachers reporting PD Hours in FY09 was 317. Total PD Hours earned state wide was 17,869. The majority of PD Hours (9,288) were earned by attending workshops/conferences/trainings. PD Hours for the three remaining strands were: Self-Study – 2,508 PD Hours, Collaboration with Colleagues – 2,399 PD Hours, and Courses for Credit – 3,674 PD Hours. PD Hours are roughly equivalent to contact hours, though activities with greater interaction earn higher numbers of PD Hours. The state average was 56 PD Hours per teacher; the mean was 54 PD Hours.

Out of 100 ninth graders in the West, 29 do not finish high school and an additional 31 do not go on to college. Only 17 of 100 ninth graders in the region graduate on time from college.

[Benchmarks: WICHE Region 2009](#)
Western Interstate Commission for Higher Education.



PD Resource Bank and Web Page

PDAG maintained the online Professional Development Resource Bank that aligns high quality resources with the 110 descriptors of the Professional Development Self-Assessment. Resources for each descriptor are organized by the four delivery strands of the PD Flowchart: Self-Study, Collaboration with Colleagues, Workshops/Trainings/Conferences, and Courses for Credit.

PD Monthly Advisor and Planner

Starting in May 2009, the state Professional Development Coordinator, on behalf of PDAG, issued the first [Professional Development Monthly Advisor and Planner \(PD MAP\)](#). Each month, the PD MAP focuses on a single theme so that teachers can reflect on and engage in discussions around a common topic. Resources are drawn from state and national

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STATE LEADERSHIP ACTIVITIES (cont'd)

sources of research articles, study circle guides, trainings, online courses and conferences. Each resource is identified, annotated, and linked to its Web site. Themes covered in FY09 were: [Transition to Post-secondary Education and Work](#) (May 2009) and [Multicultural Classrooms and Cross-cultural Communication](#) (June 2009).



To provide follow-up to the PD MAPs, state staff organize and facilitate a monthly themed conference call. The call is open to adult educators who have completed any of the PD options listed in the prior month's PD MAP.

New Teacher Orientation

The major project of the Professional Development Advisory Group in FY09 was development of a New Teacher Orientation (NTO). After examining and evaluating NTOs from other states, PDAG decided to develop a three-tiered NTO: Tier 1) Program-specific information, locally-delivered, Tier 2) State-specific information, delivered through a self-paced online course available on the CDE/AEFL Web site, and Tier 3) Foundational knowledge about adult basic education, delivered through a variety of venues.

For the first tier, PDAG constructed guidance in the form of a basic outline of topics that a local program director should cover with all new hires.

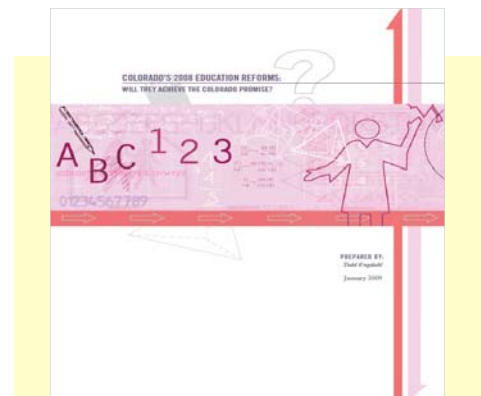
For the second tier, PDAG completed a preliminary document that outlines five sections for an online course, identifies the content of twenty-seven screens, and proposes interactive features, visual components and resources for further study. PDAG will continue in FY10 designing the functionality, and developing the content for the online course.

For the third tier, PDAG wrote a document which defines three distinct New Teacher Profiles (A, B, and C) and identifies the minimum expected professional development and recommended additional professional development for teachers in each profile. PDAG drew upon low or no-cost, readily accessible, high quality resources such as courses offered for the Colorado LIA, print resources available on the Web, and online courses such as OVAE's Basics of Adult Literacy Education. The strength of the document is that teachers all over the state can begin their professional development from the date of hire; they needn't wait for locally-available or state-sponsored on-site training. The intended outcome is that new teachers of ABE, ASE and adult ESL will go into their classrooms with a basic foundation of knowledge about adult learning and best practices for instruction.

These documents were presented to program directors and key staff at the August 2009 state-wide Program Directors' Meeting and were posted on the CDE/AEFL Professional Development [New Teacher Orientation Web page](#).

Special Learning Needs Policy and Training

Twenty-two instructors and program administrators participated in "Renew Your Commitment to Learners with Special Needs," which was presented at the Literacy Coalition of Colorado/AEFL mini-conference in February 2009. Participants received infor-



Education Commissioner Dwight Jones has set closing achievement gaps as a top priority, and his department received increased funding in 2008 to hire an achievement gap specialist. Gov. Ritter has made halving dropout rates a central goal of his education policy, and a state-wide dropout initiative coordinated by the Colorado Children's Campaign is working with selected local districts on projects to keep students in school and reduce dropout rates.

[Colorado's 2008 Education Reforms: Will They Achieve the Colorado Promise?](#)
Pitcon Foundation, 2009.

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STATE LEADERSHIP ACTIVITIES (cont'd)

mation about assessment, as well as instructional and community resources for serving learners with special needs.

The State Learning Needs Coordinator reviewed the existing policy on serving adults with special learning needs, including learning disabilities. As a result, a new [policy](#) was developed, reviewed, and introduced to program directors at the March 2009 AEFLA Program Directors' meeting. The policy is in effect as of July 1, 2009. Six regional trainings will be held in FY10. The training will assist programs in understanding and implementing requirements of federal disabilities legislation and implementation of the policy at the local level.

STATE PROFESSIONAL DEVELOPMENT RESOURCE CENTERS

The three regional [Professional Development Resource Centers](#) (PDRCs) 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, served on the Professional Development Advisory Group (PDAG), and produced an independent study course ([How to Choose a Good ESL Textbook](#)) as well as CASAS-related teacher training materials ([Linking Reading Instruction and Assessment](#), Basic Skills Content Standards for ESL, Basic Skills Content Standards for ABE).

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. In addition to the monthly publication of [Tech Beat](#), 4CPDRC developed and offered sixteen "Lunch and Learn" online workshops: [ESL Computer Activities](#), [Blogging Resources](#), [Using Excel with Adult Learners](#), [Managing Files in Windows XP](#), [Moving to Office 2007](#), [Easing Math Anxiety](#), [Interactive PowerPoint for Students](#), [Goal Setting Resources for Adult Students](#), [Hot Potatoes and Audacity](#), [Differentiating Instruction](#), [Technology for Pre or Early Literate Adults](#), [MS Word 2007 I](#), [MS Excel 2007](#), [MS Power Point 2007 I](#), [Intro to Your Colorado Moodle](#), and [Intro to Second Life](#). The 4CPDRC presented face-to-face training, [Computer Activities for Adult Students](#), in January 2009. In addition, tutorials for implementing the [Tech Ladder Skills for Adult Education Practitioners](#) were developed.

AUTHORIZATION IN LITERACY INSTRUCTION (LIA)

The Literacy Instruction Authorization is a state credential, created to ensure and support a highly qualified and well-trained adult education workforce. In the five years this credential has been available, 172 LIAs have been awarded by Colorado Educator Licensing to practitioners throughout the state. 31 LIAs were awarded in FY09.

Individuals can obtain the LIA by taking courses or submitting a portfolio, or a combination of the two. The required courses are Introduction to Adult Education (EDU 131), Planning, Organizing and Delivering Adult Education Instruction (EDU 132), Adult Basic Education and Adult Secondary Education (EDU 133), and Teaching ESL to Adult Learners. Two scholarships per program year are available to paid teaching staff members at local programs. In 2009, 76 scholarships were awarded.

Until 2009 these courses were offered only through community colleges for undergraduate credit. The LIA Committee partnered with the Adult Education and Training Department at Colorado State University (CSU) to offer graduate credit courses that allow individuals to obtain their LIA while working toward a Master of Education with a specialization in Adult Education and Training.

To support, manage, and develop LIA policies and education, ongoing collaboration with key agencies is maintained. These agencies include the Colorado Community College System, the CDE/AEFL Professional

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STATE LEADERSHIP ACTIVITIES (cont'd)

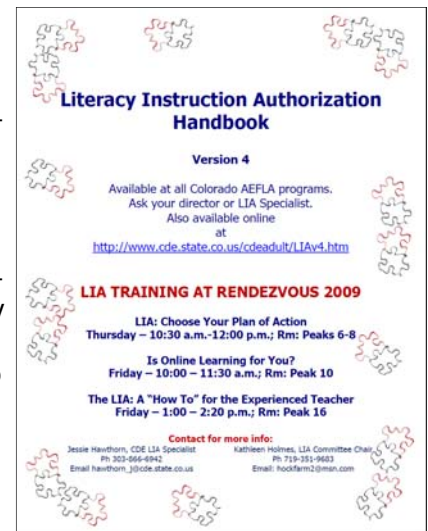
Development Advisory Group, Colorado Educator Licensing, and the Adult Education and Training Department at CSU.

AEFLA programs are required by state policy to maintain a majority of credentialed teaching staff; 90% of programs were in compliance by the end of the fiscal year.

PROJECTS IN FY09

The LIA Committee published the [LIA Handbook, Version 4](#) and provided a six-hour training to 45 directors and instructors about the policies and procedures in the Handbook. The new policies and procedures took effect January 1, 2009.

The LIA Committee developed a monthly e-newsletter to share with the field the work of the committee and any changes to the policies and procedures. The newsletter is e-mailed to forty-eight LIA Specialists and twenty-two staff members at community colleges, universities and corrections instructors. Training materials were developed for local programs to use to educate staff and community members about the LIA. This information was distributed to 73 program directors and key staff members on a CD at the mid-year director's meeting in March 2009.



Portfolio Process

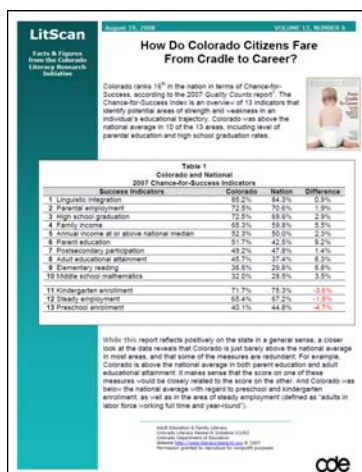
CDE/AEFL continues the portfolio process to provide an alternative route to its state credential. The Portfolio Committee is made up of a group of professionals and experts representing a wide range of experience and knowledge in adult education and family literacy. The primary role of the committee is to evaluate portfolios submitted by candidates for LIA. In FY09, twenty-five portfolios were approved.

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 FY09

[How Do Colorado Citizens Fare From Cradle to Career?](#)



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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 FY09.

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 did not meet its target of 64% for this goal. In FY09, 16,668 Coloradans took part or all of the GED tests—an eleven percent increase over the 14,985 of FY08. Of those candidates who completed all five portions of the tests, 11,209 or 67.2 % met the minimum score requirements and earned a Colorado High School Equivalency Diploma.

Goal	No. w. Goal	No. Included	No. Responding or Included	Response Rate or Percent	No. Achieving	Percent Achieving
Obtain GED	1882	1882	1882	100%	897	48%
Obtain AHS	130	72	72	100%	51	71%
Combined	2012	1954	1954	100%	948	49%

Entered Postsecondary Education or Training Colorado's target for this goal was 38%; 40% of students with this goal achieved it, based on survey data.

Educational Gains Overall enrollment declined by about 3%: 14,203 learners enrolled in FY09 compared to 14,683 enrolled in FY08. 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-five percent of learners served in FY09, just slightly lower than in FY08. Colorado met or exceeded eight of the eleven performance levels set by the U.S. Department of Education for educational gains.

Level	FY07	FY08	FY09	Trend	FY09 Target	Met
ABE Beg Literacy	.51	.59	.60	↑	.52	✓
ABE Beg Basic Education	.60	.57	.60	↑	.60	✓
ABE Intermediate Low	.53	.53	.57	↑	.54	✓
ABE Intermediate High	.49	.52	.53	↑	.50	✓
ASE Low	.50	.51	.46	↓	.52	
ESL Beginning Literacy	.48	.46	.52	↑	.50	✓
ESL Low Beginning	.67	.64	.69	↑	.60	✓
ESL High Beginning	.58	.54	.60	↑	.59	✓
ESL Low Intermediate	.50	.46	.49	↑	.51	
ESL High Intermediate	.50	.43	.49	↑	.50	
ESL Advanced	.19	.20	.27	↑	.22	✓

Level completion performance improved over FY08 at ten levels.

Performance at the ASE Low (9-10.9) level declined.

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3. INTEGRATION OF ACTIVITIES

Partnership for Transitioning Adult Learners

The [Colorado Success Unlimited \(Colorado SUN\) Initiative](#), designed to help adult learners make the transition to college from high school or GED completion, provided College Connections (an eight-week bridge program) at seven community colleges in partnership with local AEFLA-funded adult education programs. College Connections provides small class sizes and the opportunities for individual student assistance. Colorado SUN Navigators were available to help students complete necessary paperwork, guide them through college systems, support academic needs, and find solutions to other obstacles such as transportation or childcare. Successful completers of the College Connections course earned one college credit.

The Colorado Community College System coordinates with CDE/AEFL, the Governor's P-20 Education Coordinating Council, the Colorado Department of Labor and Employment, and the Workforce Development Council, to promote successful transitions to community and junior colleges for adult learners.



State Workforce Board Participation

The State Director served on the Youth Council of the Denver WIB. The purpose the Youth Council is to increase the physical presence of workforce programs, services and activities within the business sector and the public school system.

The Workplace/Workforce Consultant served on the Business Engagement Committee and the Workforce Speaks! Taskforce.

The Business Engagement Committee of the Denver WIB strives to create a business-friendly environment that fosters relationships with business and leverages resources amongst and between economic development, education and workforce development.

Colorado Workforce Speaks! is a state wide task force working toward Colorado's economic viability by enhancing employment and career development opportunities for English language learners through collaboration with businesses, educational institutions, community/faith-based organizations, and Colorado's Workforce Development System. Colorado Workforce Speaks! supports programs and resources for English Language Learners including Adult Basic Education for limited English proficient adults, English as a Second Language (ESL) training for foreign-born workers and immigrants learning English, and Vocational ESL training and best practices.

The image shows the cover of a report titled "Report to the Governor: Economic Competitiveness through Collaboration, Talent Development and Innovation" from the Colorado Jobs Cabinet. The cover features a blue background with the title in white text. On the right side, there are three photographs: the top one shows a group of people at a construction site, the middle one shows a man in a military uniform talking to a man in a suit, and the bottom one shows a person working at a computer. The Colorado Jobs Cabinet logo is visible in the top left corner of the report cover.

Colorado has made progress in improving education through several state initiatives – the work of the P-20 Education Coordinating Council, the 2008 Colorado Achievement Plan for Kids (CAP4K) legislation, the development of the state's first description of post-secondary and workforce readiness, the creation of a state-wide dual-degree high school and post-secondary concurrent enrollment program – and has a vibrant set of private and non-profit partners engaged in education. The state needs to continue to invest in education, from basic math and literary skills through career readiness at the technical, vocational, college and graduate school levels.

[Report to the Governor: Economic Competitiveness through Collaboration, Talent Development and Innovation.](#)
Colorado Jobs Cabinet, 2009.



4. EL/CIVICS GRANTS

ENGLISH LITERACY AND CIVICS EDUCATION

English Literacy and Civics Education (EL/Civics) grants supported 1,296 learners in fourteen adult ESL programs in FY09, an increase of 135 learners over last year. Level completions for EL/Civics learners improved over FY08's performance at one level, remained the same at two levels, and declined at three levels; state performance goals were met or exceeded at five of the 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	226	14,284	119	64	60	47	53%
ESL 2	149	9,946	106	43	11	32	71%
ESL 3	284	20,242	191	80	38	55	69%
ESL 4	317	22,741	163	77	54	100	51%
ESL 5	235	16,460	114	69	58	63	49%
ESL 6	85	4,533	22	8	36	27	26%
Total	1,296	88,206	715	341	257	324	55%

PROFESSIONAL DEVELOPMENT

On Sept. 8, 2008 CDE/AEFL partnered with the U.S. Department of Homeland Security /US Citizenship and Immigration Services to present an all-day training—Teaching Civics and Citizenship to Immigrants. Participants learned about the newly-redesigned citizenship test, gained greater understanding of the naturalization process, learned teaching strategies for civics/citizenship content, and viewed new materials for civics education and citizenship preparation. 125 participants from a variety of agencies in Metro-Denver attended the training. Twenty-two AEFLA-funded programs, including 10 programs receiving EL/Civics funding, sent a total of 49 ESL teachers. In October, 2008 the state EL/Civics coordinator presented a session at the state-wide CoTESOL conference—Trends in EL/Civics. The presenter gave an overview of how the interpretation of the EL/Civics grant expectations have changed over time and what the current curricular emphasis is. The session helped teachers distinguish between life skills instruction, EL/Civics instruction, and citizenship instruction. Participants took a guided "tour" of OVAE's elcivicsonline.org Web site.

FOCUS OF INSTRUCTION

Colorado's programs continued in FY09 to emphasize key components of EL/Civics instruction: educating learners about American history and political processes, encouraging civic participation and advocacy, accessing community services, and the effective blending of literacy skills with civics content.

FROM THE CLASSROOM: ACTIVITIES IN THE FOCUS AREAS

Accessing Community Services EL/Civics teachers in Colorado used field trips and guest speakers to help adult learners gain access to community services. Highlights include: a mini-health fair with representatives from the local fire department, Health and Human Services agency and school health clinic staff, visits to the local workforce center, trips to the local public library to obtain library cards, travel using the public transit system, a tour of the local 4-year college campus, a visit to the county department of health with a focus on mental health services, a speaker from the Neighbor 2 Neighbor housing assistance program, and workshops on using credit cards and the rights of consumers.

Civic Participation and Advocacy EL/Civics learners gave back to their communities in several ways. Students at one program participated in a local food drive and took part in a project in support of a local wildlife organization. Another group of learners helped build a community garden. Learners at an

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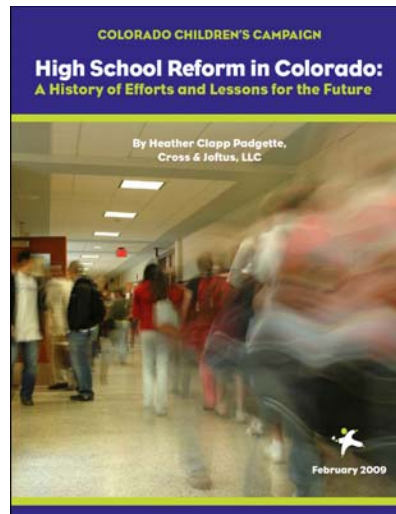
EL/Civics family literacy site became part of a parent leadership council for their children's school.

At three programs, learners wrote letters to their congressional representatives urging additional support for adult education classes. These learners reported feeling new power to effect change in their lives. They also learned about the ways that ordinary people can interact with the political system in the U.S.

Understanding U.S. History and the American Political Process Many EL/Civics programs mentioned the 2008 Presidential elections as a rich resource for EL/Civics instruction. Classes discussed the rights and responsibilities of U.S. citizens, voting rights and procedures, the political parties and their candidates, and the electoral college system. One class attended an information session by the League of Women Voters regarding state ballot proposals. Classes listened to candidates' speeches and debates, watched election night coverage and the President's inauguration in January. One class held a mock election on Election Day. Classes studied key events in American or local history throughout FY09. One class performed several short plays pertaining to U.S. history; another visited their local history museum.

Effective Blending of Literacy Skills and Civics Content Learners developed their reading skills through using civics-related articles found in local newspapers or the ESL-specific *News for You*. Topics mentioned by Colorado's EL/Civics programs were: biographies of significant presidents, local and presidential election coverage, immigration, swine flu, and school newsletters. Writing skills were developed by writing letters to elected officials, complaint letters to businesses, and thank you notes to guest speakers. One class wrote letters to newly-elected President Obama and received responses with signed photographs. Others wrote letters to their representatives describing their personal stories of language learning and asking for continued funding for adult ESL classes.

The election year events provided a rich source for practicing listening and speaking skills within the context of the American political system. Students listened to speeches and debates followed by discussing their opinions of the issues. One class conducted role plays around citizens' rights and responsibilities. Another put on short plays to illustrate key events in U.S. History. A low-level class matched years with significant events in history while learning how to say dates and years. Lessons on American holidays naturally led to rich discussions of holiday traditions in the learners' native countries and their experiences adapting to American holidays.



In addition to declining graduation rates, high school student achievement as measured by Colorado state tests is poor.

Only about 66 percent of 10th graders score proficient or above in reading and only 30 percent are proficient in math.

Trend data show only modest gains over the last five years. However, these figures mask the fact that most minority groups continue to perform at levels well below that of their white counterparts.

[High School Reform in Colorado: a History of Efforts and Lessons for the Future.](#)
Colorado Children's Campaign, 2009.

[AEFLA Program Annual Professional Development Summary](#)

[Benchmarks: WICHE Region 2009](#)

[Colorado Family Literacy Education Fund](#)

[Colorado Literacy Research Initiative](#)

[Colorado Program Facts](#)

[Colorado's 2008 Education Reforms: Will They Achieve the Colorado Promise?](#)

[Computer Activities for Adult Students](#)

[High School Reform in Colorado: a History of Efforts and Lessons for the Future](#)

[How Do Colorado Citizens Fare From Cradle to Career?](#)

[How to Choose a Good ESL Textbook](#)

[LIA Handbook, Version 4](#)

[Linking Reading Instruction and Assessment](#)

[Literacy Lifejacket](#)

Lunch and Learn: [ESL Computer Activities](#)

Lunch and Learn: [Blogging Resources](#)

Lunch and Learn: [Using Excel with Adult Learners](#)

Lunch and Learn: [Managing Files in Windows XP](#)

Lunch and Learn: [Moving to Office 2007](#)

Lunch and Learn: [Easing Math Anxiety](#)

Lunch and Learn: [Interactive PowerPoint for Students](#)

Lunch and Learn: [Goal Setting Resources for Adult Students](#)

Lunch and Learn: [Hot Potatoes and Audacity](#)

Lunch and Learn: [Differentiating Instruction](#)

Lunch and Learn: [Technology for Pre or Early Literate Adults](#)

Lunch and Learn: [MS Word 2007 I](#)

Lunch and Learn: [MS Excel 2007](#)

Lunch and Learn: [MS Power Point 2007 I](#)

Lunch and Learn: [Intro to Your Colorado Moodle](#)

Lunch and Learn: [Intro to Second Life](#)

[Multicultural Classrooms and Cross-cultural Communication](#)

[New Teacher Orientation](#)

[Professional Development Monthly Advisor and Planner \(MAP\)](#)

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

[Report to the Governor: Economic Competitiveness...and Innovation](#)

[Special Learning Needs Policy](#)

[State of the Rockies Report Card](#)

[Tech Ladder Skills for Adult Education Practitioners](#)

[TechBeat](#)

[Transition to Post-secondary Education and Work](#)

Looking at the region as a whole, our population is young and continues to grow faster than the national average. More of our students graduate from high school, and we have just as many students completing college, graduate, and professional degrees as the rest of the country. Every category of employment except one has grown faster in the Rockies since 2000. [State of the Rockies Report Card](#)
Colorado College, April 2009.

