

## **Part I: State Leadership**

### **Focus on Teacher Quality**

#### **Regional Assessment Trainings**

The Colorado Department of Education-Office of Adult Education and Family Literacy (CDE/AEFL) conducted 2-day Regional Assessment Trainings in five Colorado locations in August and September. A total of 207 adult education instructors attended trainings on state-approved standardized assessments-- CASAS Reading/Listening Implementation Training (97 participants), BEST Plus Administrator and Scoring Refresher (17 participants), and TABE (93 participants). One hundred twelve teachers attended two workshops that were offered on Day 2. The first workshop, *"Other Duties as Assigned,"* looked at non-teaching duties such as implementing state special learning needs policies and the state teacher credential policy. In the second workshop, *"Integrating Soft Skills to Support Learner Success,"* teachers explored six employability soft skills in a three-part framework of personal, interpersonal, and teamwork. This interactive workshop helped teachers understand what employability soft skills are, learn how to embed soft skills into the environments they create for adult learners, and use a wide range of tools for integrating soft skills into ABE/ASE/ESL instruction.

#### **PD Self-Assessment for Colorado Adult Education Teachers**

For the sixth year, adult education teachers statewide completed the [Professional Development Self-Assessment for Colorado Adult Education Teachers](#) (PDSA) to assess their professional development needs and interests. By the end of FY12, 357 teachers had completed the self-assessment—nineteen more teachers than participated the previous year. 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 professional development resource centers received similar reports for programs in their region. CDE/AEFL, 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. A major focus of the Professional Development Advisory Group (PDAG) in FY12 was to revise the skill and knowledge descriptors of the PDSA. Significant revisions were made based on adult learning research that has been published in the past six years. For example, the original descriptor in which teachers rated their skills in teaching reading was broken into four descriptors so teachers now rate their skills in teaching each of the separate components of reading. Similarly, the original descriptor addressing writing instruction was broken into individual descriptors addressing five purposes of writing, the four steps of the writing process, and four components for evaluating writing. Additionally, descriptors were added that align the PDSA with skills and knowledge required for the 2014 GED Test, and a new section with descriptors for Transitions to Postsecondary Education and Careers was added.

#### **Tracking and Reporting of Professional Development Hours**

FY12 was the fifth year in which local adult education programs in Colorado were required to track and report to CDE/AEFL the PD Hours earned by their teachers. State policy requires programs to report PD Hours for at least 65% of their AEFLA-paid teachers. Of the 38 programs

reporting, 23 submitted PD Hour data from 100% of their AEFLA-funded teachers; 12 programs reported 71% - 93% of their AEFLA-funded teachers, and the remaining three programs reported on 33%, 37% and 46% of their teachers. The total number of teachers reporting PD Hours in FY12 was 326. Total PD Hours earned by all teachers statewide was 20,337.

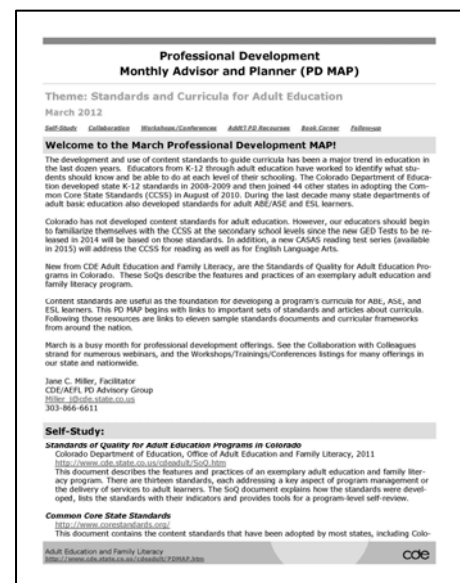
### PD Monthly Advisor and Planner

The state Professional Development Coordinator, on behalf of PDAG, continued to issue the *Professional Development Monthly Advisor and Planner* (PD MAP). The PD MAP brings together in one publication professional development options for the four strands of Colorado's Professional Development System for Adult Education Teachers – Self Study, Collaboration with Colleagues, Workshops/Trainings/Conferences, and Courses for Credit. Each issue of 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 more than two dozen state and national sources of research articles, study circle guides, trainings, online courses, webinars and conferences. Each resource is identified, annotated, and linked to its Web site. Themes that were covered in FY12 were: Differentiated and Multilevel Instruction for Adult Learners, Adult Learning and Adult Development, Collaborative and Cooperative Learning, Professional Development for Adult Educators, Standards and Curricula for Adult Education, Financial Literacy for Adult Learners, and Self-Directed Learning. The PD MAP is distributed to 302 program directors and teachers statewide, and is available on the CDE/AEFL Web page.

### Colorado Adult Educator Certificate: ABE Authorization (ABEA)

The state adult educator credential, now known as the Adult Basic Education Authorization (ABEA), is issued by CDE Educator Licensing. It was implemented in 2004 in an effort to support a highly qualified and experienced adult education workforce. In FY12, the milestone of 500 authorizations issued was surpassed. This year 57 authorizations were awarded. AEFLA programs are required by state policy to maintain a specific number of credentialed teaching staff based on the hours worked per week by instructors; 77% of programs were in compliance by the end of the fiscal year. The non-compliant programs submitted improvement plans and are working to implement the plans in FY13.

Individuals can obtain the authorization by taking courses, submitting a portfolio based on instructional evaluations or submitting previously taken college or university credit equivalent coursework for evaluation, or a combination of the three options. 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 (EDU 134). Family Literacy in Adult Education is an optional course. The Adult Education and Training department at Colorado State University (CSU) continued to offer three of the four required courses at the graduate level. During FY12, 20 courses were offered in the online and hybrid format at various colleges throughout the state. The portfolio is an option for experienced educators with a minimum of 720 hours of teaching experience. In FY12, 26 portfolios were reviewed by the ABEA committee.



Ongoing collaboration with key groups and agencies is maintained in order to support, manage and develop ABEA policies, procedures and courses. These groups and agencies include Colorado Educator Licensing, PDAG, the Colorado Community College System, the Adult Education and Training Department at CSU and educational leadership staff at the state Department of Corrections. Visits were conducted at one ABEA course each semester to ensure the course competencies were being delivered and to answer questions from ABEA candidates about the process of obtaining the authorization.

### **ABEA Projects in FY12**

(To better reflect the intent and content of the authorization process, the Literacy Instruction Authorization (LIA) was renamed the Adult Basic Education Authorization (ABEA) with agreement of over 90% of local program directors and approval of the Colorado State Board of Education.)

CDE/AEFL and the ABEA Committee continued to plan for the revision of the course competencies for the four required ABEA courses. This multi-year project is expected to be completed in FY14. In FY12, AEFL staff members met with community college staff from three colleges that offer the courses to discuss the college system course competency revision approval process. Additionally, the AEFL Professional Development Advisory Group (PDAG) and the ABEA Committee worked together to develop a side-by-side comparison of the PD Skill and Knowledge Descriptors and the ABEA course competencies. These groups discussed the different purposes of the descriptors and the course competencies and agreed that where possible, the descriptors and competencies should be aligned. Course sub-committees composed of ABEA course instructors, individuals who have taken the courses, local program staff, Colorado Department of Corrections adult education staff and other stakeholders will be established in FY13 to draft revised competencies that will be presented to the Colorado Community College System for review and approval in FY14.

ABEA Portfolio Evaluator trainings were delivered to AEFLA program staff in six locations throughout the state in the fall of 2011. There were 56 participants. Follow-up webinars were offered to allow training participants the opportunity to share comments and ask questions about the revised portfolio requirements, instructions and forms. A session titled Understanding the LIA (now the ABEA) Portfolio was offered in the fall of 2011 at the Colorado Adult Education Professional Association (CAEPA) Rendezvous conference and there were about 15 participants. This was offered as a webinar in the spring of 2012 and there were eight participants.

The ABEA Policy was revised to require that all paid instructors who work with AEFLA-reported learners are required to obtain the authorization within three years of their date of hire. This was effective on July 1, 2012. Staff employed before that date have until June 30, 2015 to obtain the authorization.

In addition to regularly scheduled activities (ABEA Update newsletter, monthly committee meetings, and at least one course observation each semester), over 50 hours of training and professional development were offered during the course of the year.

### **Learning to Achieve Training**

CDE/AEFL continues to maintain and monitor compliance with the state [\*Special Learning Needs Policy\*](#) which requires local providers to have procedures for serving adult learners with special learning needs in accordance with state and federal laws. One of the requirements in the state policy is that each local provider must appoint a Learning Needs Coordinator (LNC). These LNCs must be available to meet with adult learners who would like instructional support for their

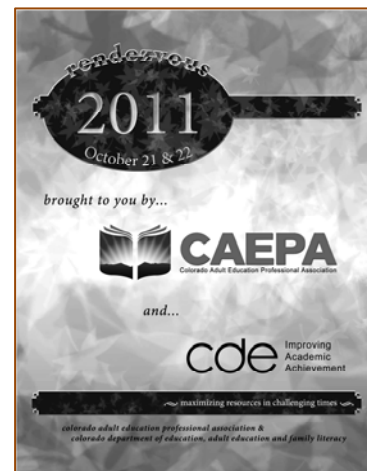
special learning needs, which may include documented disabilities. The state Learning Needs Coordinator provides technical assistance to local program staff and disseminates information about training opportunities. CDE/AEFL continues to support the implementation the OVAE/LINCS Learning to Achieve training. In FY11, Colorado hosted a train-the-trainer institute in which seventeen adult educators from Colorado were trained. In FY12, two additional adult educators from Colorado participated in the train-the-trainer institute February 6-10, 2012 in Scottsdale, Arizona. All eight of the modules were offered by the trainers and a total of 53 adult educators in Colorado participated. In FY13 a survey will be sent to AEFLA directors to determine which modules would be most beneficial to their staff members. A plan will be developed to offer these trainings in the second half of FY13.

## **Part I: State Leadership**

### **Focus on Program Quality**

#### **Program Directors' Meeting and State Wide Adult Education Conference**

CDE/AEFL held its annual meeting to share important information with program directors and key staff members on July 21-22, 2011. Keynote speakers were Brenda Dann-Messier and Joan Polster. Sixty two participants rotated in small groups through four breakout sessions facilitated by AEFL staff. Topics were fiscal and compliance issues, standards-based education, online orientation to adult education, and workforce-adult education collaborations. In addition, there were concurrent sessions on monitoring, leadership, the new GED, the National Career Awareness Project; and the Standards of Quality for Adult Education Programs in Colorado were introduced. The annual Colorado Adult Education Professional Association (CAEPA) conference was held on October 21-22. The theme was *"Maximizing Resources in Challenging Times."* Keynote speakers were Dr. Bethanie Tucker and Dr. Temple Grandin. There were 42 breakout sessions in seven topic areas – ESL, Professional Development, Career Pathways and Workforce, General Teaching, Administrators/Directors, ABE-ASE-GED and Corrections. Attendees also had the opportunity to participate in a 45-minute "hot topic" discussion. AEFL staff presented sessions and hosted "hot topic" sessions on professional development opportunities, the state adult educator credential, the Standards of Quality for Adult Education Programs in Colorado, the National Career Awareness Project, resources developed by AEFL mini-grant recipients and special learning needs. Additionally, presenters were invited by AEFL to facilitate sessions on the following topics: ELL-U, career and technical education and workforce adult education collaborations. Total attendance at the conference was 376, a slight increase from 363 in FY11.



#### **Learning to Lead: Adult Education Directors' Leadership Training**

CDE/AEFL launched a leadership training program--Learning to Lead--to develop strong local adult education program leaders who will drive program excellence and be able to more effectively respond to political and economic changes. The Learning to Lead program served 14 participants, selected through a competitive process. Participants met in three 2-day sessions,

with one webinar and several individual coaching sessions as well, from February through October 2012. These sessions, led by a leadership skills trainer, covered the following topic areas: Inside Leadership; Leading People Performance; and Leading Organizational Performance. Colorado Lt. Governor Joe Garcia met with the Learning to Lead participants during the first 2-day session to share insights from his own path to leadership.

### **Family Literacy**

In October 2011, AEFL and CDE's Office of Federal Programs (Title I ESEA) and the Colorado Family Literacy Training Center co-sponsored *Foundations in Family Literacy* training to AEFLA, Even Start and Head Start programs, and Title I schools.

### **Standards of Quality**

CDE/AEFL rolled out its [\*Standards of Quality for Adult Education Programs in Colorado\*](#) (SOQ) in FY12. The final SOQ document was presented to the field at the Program Directors' Meeting in July 2011. The SOQ were used in the development of Colorado's AEFLA grant competition Request for Applications FY13. Program visits to discuss local implementation and use of the standards were conducted in three locations as a prelude to further local implementation planned for FY13.

### **Training and Support for New Program Directors**

Six new program directors participated in AEFL's New Directors' project throughout FY12. Activities included a review of the accountability requirements of AEFLA and refinement of a New Directors' Q&A Resource. In anticipation of several new programs applying for the grant for FY13, development of an ongoing multi-level process of support was initiated.

### **Program Monitoring**

Eleven programs received onsite Program Accountability and Improvement Reviews (PAIR) in FY12. Programs scheduled for a PAIR were required to attend a preparation session at the annual Director's Conference. Strong community partnerships; supportive, adult-appropriate learning environments; and dedicated long-term staff were prevalent among the programs visited. Additionally, the majority of programs demonstrated integration of technology into instruction and offered clear and viable career pathways. Findings included the need for stricter adherence to state assessment policy as well as improved practices around instructional delivery and data collection.

### **College and Career Readiness**

In FY12, through locally conducted research, AEFL found that although Colorado AEFLA-funded programs have addressed preparing adult learners for postsecondary education and the workforce through various means—such as partnering with local employers, workforce centers, and community colleges, and providing some of the case management and college readiness services developed as part of the Colorado SUN initiative—many adult education program staff were not fully cognizant of the standards and practices that best helped prepare learners for success in careers and college and they were not being explicit with their learners about the purpose of these standards and practices. AEFL Consultant Jessie Hawthorn presented on this topic at the October 2012 National Career Pathways Network (NCPN) conference, and wrote an accompanying article for the NCPN Connections newsletter titled "[\*Connecting Adult Basic Education Programs to Postsecondary Education, Career Training and the Workplace.\*](#)"

## Part II: Core Indicators

Overall enrollment decreased, from 12,873 in FY11 to 10,812 in FY12. Colorado did not meet or exceed any of the eleven performance levels set by the U.S. Department of Education for educational gains. Level completion performance declined at all levels. Overall level completion was 38%, down from 45% in FY11. The pre- post test ratio declined from 67% to 58%. Average instructional hours per learner was 68, down slightly from 70 in FY11.

Level	FY10	FY11	FY12	Trend	FY12 Target
ABE Beg Literacy	.57	.54	.51	↓	.58
ABE Beg Basic Education	.58	.46	.42	↓	.59
ABE Intermediate Low	.51	.44	.39	↓	.53
ABE Intermediate High	.46	.38	.33	↓	.48
ASE Low	.39	.34	.26	↓	.40
ESL Beginning Literacy	.56	.52	.44	↓	.57
ESL Low Beginning	.69	.65	.57	↓	.69
ESL High Beginning	.59	.58	.49	↓	.60
ESL Low Intermediate	.49	.43	.37	↓	.50
ESL High Intermediate	.45	.44	.35	↓	.47
ESL Advanced	.25	.25	.19	↓	.26

## 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 46% for this goal.

Goal 50%	No. w. Goal	No. Included	Responding or Included	Response Rate or %	No. Achieved	% Achieved
Obtain GED	1037	1037	1,037	100%	692	67%
Obtain AHS	100	100	40	40%	32	32%
Combined	1,137	1,137	1,077	95%	724	64%



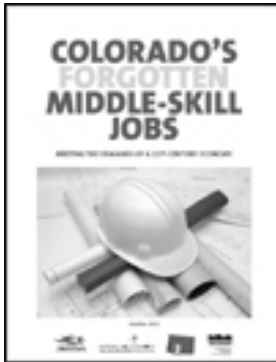
### Entered and Retained Employment

Based on survey results alone, 53% of students obtained employment, and 26% retained or improved employment--against targets of 48% and 50%, respectively. CDE/AEFL combines local survey data with state data match outcomes. The data match results are not yet available for FY12.

### Entered Postsecondary Education or Training

Colorado's target for this goal was 50%; 50% of students with this goal achieved it, based on survey data.

## Part III: Partnerships



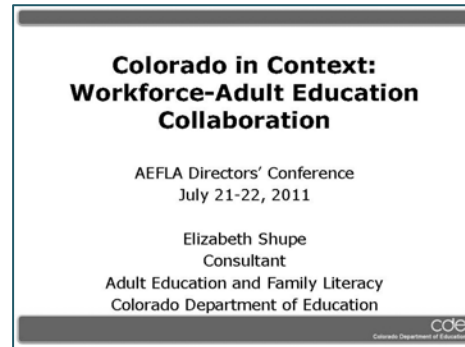
The State Director of Adult Education served on the Colorado Workforce Development Council (CWDC). The CWDC, established by Executive Order of the Governor, is a collaboration between representatives of the business, economic development, workforce and education communities to create a business-focused workforce system that effectively prepares Coloradans for the jobs of today and tomorrow. CWDC aligns the efforts of economic development, education/training, workforce development, government and business stakeholders at the local, regional and state levels. Title II AEFLA funds (\$33,387 in FY12) support the work of the CWDC.

The State Director also served on the Skills2Compete Campaign Advisory Committee to construct a Colorado skills report and develop a policy proposal focused on the need for continued or increased state investment in skills training for middle-skill jobs. "Colorado's Forgotten Middle-Skill Jobs," a report released by the Skills2Compete Colorado campaign, discusses the upcoming shortage of a labor force trained to fill the nearly 40% of all job openings. The Skills2Compete Campaign Advisory Committee provided advocacy information to several legislative offices who were interested in possible legislation to support Middle Skills jobs.

CDE AEFLA's cross-agency WIA incentive grant project, (*Youth Out of the Educational Mainstream: Dropout Recovery Support Services*, in collaboration effort with the Office of Dropout Prevention and Student Re-Engagement--which focused on postsecondary and workforce readiness for students outside of the educational mainstream) generated the following best practices for serving disengaged youth: 1) full-time dedicated staff; 2) a safe environment; 3) collaboration; 4) flexible schedules and learning pacing; 5) career pathways curriculum; and 6) opportunities to partner with agencies that provide adult education.

Local partnerships with employers include Morgan Community College's partnership with Cargill Meat Solutions and Spring Institute's partnership with Denver International Airport. Adult basic education classes are customized to meet the employers' needs and are held onsite. A number of programs encourage unemployed and underemployed adult learners to register online to access local workforce center resources that can help them with career exploration, job readiness skills, job training and identifying employment opportunities. Specific examples of the collaboration include adult learners in AEFLA-funded programs having access to ACT's KeyTrain and WorkKeys at their adult education program and workforce center staff visiting the program to counsel adult learners about employment readiness and their employment options.

A session entitled *Colorado in Context: Workforce-Adult Education Collaboration* was attended by all program directors at the FY12 Directors' Conference in July 2011. The objectives were: understand major components of workforce collaborations, recognize the value of integrating workforce information into present curriculum and obtain resources to assist in program planning and instruction. A survey of program directors conducted in the spring of 2012 revealed the following: Fourteen of the local AEFLA programs report that they have a strong collaboration with the local workforce system, including co-locating with the One Stop Center, and hosting speakers and referring students. Nine local directors serve on the Workforce Investment Board. Thirty-five of the thirty-eight local programs report that their program serves One Stop Center clients, the majority of them in ABE classes, and only 5 with ESL classes. The local programs report that the relationships between their adult education programs and the local workforce programs has gotten stronger, with more understanding of each others' roles and willingness to share students and client career pathway planning.



#### Part IV: EL/Civics

##### Learner Outcomes

English Literacy and Civics Education (EL/Civics) grants supported 892 learners in 10 adult ESL programs in FY12, a decrease of 194 learners from FY11 and below the projected 1,173 by 281. Sixty-four percent of EL/Civics learners were both pre- and post tested; learners received an average of seventy-seven hours of instruction before post-testing.

Entering EFL	# Enrolled	Attendance Hrs	Comp Level	Comp Level & Advanced	Sep B4 Comp	Remaining in Level	% Comp Level
ESL 0-1	56	5,318	20	20	30	6	36%
ESL 2	44	3,906	27	21	14	3	61%
ESL 3	146	11,711	80	71	48	18	55%
ESL 4	223	17,391	90	61	100	33	40%
ESL 5	245	17,906	83	62	137	25	34%
ESL 6	178	12,397	45	31	106	27	25%
<b>Total</b>	<b>892</b>	<b>68,629</b>	<b>345</b>	<b>266</b>	<b>435</b>	<b>112</b>	<b>39%</b>

##### Targeted Levels

Colorado programs in FY12 continued to focus EL/Civics instruction on EFLs High Beginning and up so that learners would have the language skills to access texts about U.S. Government and American History. The number of learners served by EL/Civics dollars at EFLs 0-2 dropped from 151 in FY11 to 100 in FY12.



## Curriculum and Materials

EL/Civics programs in Colorado use a blend of published core textbooks and locally-developed curricula specifically designed to incorporate the four components of EL/Civics instruction – U.S. Government, American History, Civic Engagement, and Preparation for Naturalization.

Programs report using the following series because of the inclusion of EL/Civics content and activities across the scope and sequence at all levels: *Step Forward*, *Future*, and *Ventures*.

Supplemental published texts used by EL/Civics teachers include: *What Every Immigrant Needs to Know*, *Voices of Freedom*, *USALearns*, *America's Story* which provides American history enrichment, *News for You*, and current events articles from local newspapers.

Teachers at four programs continue to use lessons from EL/Civics curricula that were developed during FY11 by local teacher teams as a result of CDE/AEFL mini-grants offered that year.

Teachers at a fifth program used a Professional Learning Community to create an EL/Civics lesson plan bank that is accessible to all EL/Civics instructors. Several programs are using the EL/Civics Online for teacher professional development. Content themes that were a focus at several EL/Civics programs in FY12 were: financial literacy, identify theft, parental involvement in the child's school, and health care screenings and HIV.

Teachers continue to use national holidays, prominent American historical figures and contemporary newsmakers as a focus of EL/Civics instruction. Learners at one program asked to study the balance of power among the executive, legislative, and judicial branches of government. One program studied the responsibilities of and relationships between state governments and the federal government. At another program learners wanted a greater emphasis on geography during their EL/Civics instruction. Many EL/Civics learners in Colorado studied the political party system and election process. Of particular interest was the Republican primary campaign in the summer of 2012 in advance of the presidential election.

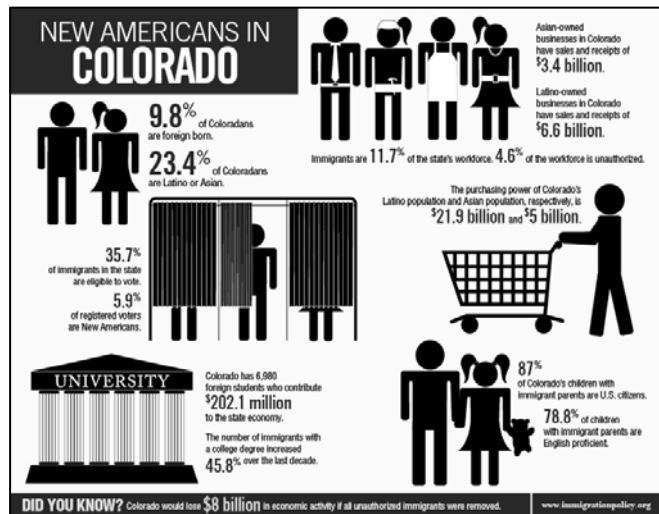
## Instructional Strategies

Technology was integrated into instruction in EL/Civics programs. For example, learners were introduced to their local Workforce Center's Web site as well as various city and state government Web sites; learners used their school district's online system to enroll their children in school; and learners became familiar with computers, LCD projectors, PowerPoint presentations, and SMART boards. Many programs report project-based activities as a highlight of EL/Civics instruction in FY12. At one program small groups of learners chose civics topics to investigate, prepare and deliver a class presentation. Topics included: purchasing insurance, opening checking and savings accounts, renters' rights, consumer rights in regard to online purchasing, credit cards vs debit cards, and how to buy a home. At another EL/Civics program learners organized a "Beyond ESL" night which focused on next steps for ESL students.

Representatives from a local bank, the local Workforce Center, a local employer, and the nearby community college made presentations to the ESL learners. Learners at a third program developed a Guide to Identity Theft in response to one of their classmates having had his identity stolen. Delivery of oral reports and presentations was a key component of many EL/Civics project-based activities in FY12.

## Linking to the Community

As in previous years, teachers took EL/Civics learners beyond the classroom walls. Most



programs reported using local transportation to go on field trips to local public libraries, history museums, city council meetings, the municipal court, the Colorado State Capitol, the U.S. Post Office, free health fairs, and a job fair held at the local community college. Some EL/Civics learners participated in community events such as a Feed the Children Backpack event, a local park clean-up, the local health fair, a tenants' meeting, and various decision-making committees at children's schools. Learners at one

program participated in a successful bond election to build a new high school. In addition, Colorado's EL/Civics programs invited local experts to speak to their EL/Civics learners. Guest speakers included representatives from the Department of Homeland Security speaking on disaster preparedness, a representative from Colorado 2-1-1 (this service connects callers to information about health and human services available in their communities), school counselors addressing parental involvement, the "Beyond ESL" speakers listed above, an administrator from a community college nursing program, a local police sergeant talking about traffic laws, accidents and child safety in an automobile, and a local banker discussing financial services and credit histories.

With the help of the EL/Civics offerings Colorado adult ESL learners were able to deal appropriately with law enforcement, many got preventative health care, many volunteered in their children's schools, many got library cards and even participated in a library reading club. All students learned more about U.S. government, American history, and how to access community resources while improving their English language proficiency. Many were prepared for entry into citizenship classes and ultimately earned their U.S. citizenship. Others transitioned into GED preparation, got employment, purchased a home, or started a small business.