

Part I: State Leadership

Focus on Teacher Quality

Regional Assessment Training

CDE/AEFL conducted Regional Assessment Training in five Colorado locations in August and September 2012. A total of 248 adult education instructors in the Denver-Metro, Northern Colorado, Southern Colorado, Four Corners and Mountain regions attended trainings on state-approved standardized assessments. Participation in the training were as follows: CASAS Reading/Listening Implementation Training (136 participants), BEST Plus Administrator and Scoring Refresher (18 participants), and TABE (94 participants).

<http://www.cde.state.co.us/cdeadult/rat>

Teacher Preparation for the 2014 GED™ Tests – Making the Shifts PD Initiative

In the second half of FY13, CDE/AEFL geared up to prepare Colorado's ASE/GED teachers to teach the new skills and knowledge required by the 2014 GED™ tests. Starting in November, 2012, the State Professional Development Coordinator served on the NAEPDC National Training Institute Design Team. That team designed the 3-day College and Career Readiness institute held in Louisville, KY, April 29 – May 1 in conjunction with the National Center for Family Literacy annual conference. The PD coordinator recruited two exemplary ABE/ASE teachers from two of the state's strongest AEFLA-funded programs to attend the Institute. At the Institute, Colorado's team members learned about OVAE's recently released College and Career Readiness Standards for Adult Education, were trained on instructional strategies for mathematical reasoning and reasoning in English language arts, and began to sketch out a short-term plan for GED™ 2014 preparation and a long-term plan for implementing standards-based instruction in Colorado.

After the Institute, the state's Professional Development Resource Center coordinator joined Colorado's training team. The PDRC coordinator and the State Professional Development Coordinator brought training design and delivery expertise to the team; the two lead teachers brought expertise in mathematics and English language arts instruction. During the late spring and early summer the team planned a seven-month, five-part professional development initiative entitled Making the Shifts . . . 2014 and Beyond. This initiative was to consist of advance readings, full-day regional face-to-face trainings, follow-up resources and webinars, a second round of regional face-to-face trainings, and additional webinar follow-up. The initiative was kicked off with a presentation on standards-based instruction and the new GED™ 2014 by the 4-person team at the annual Program Directors' Conference in July 2013.

<http://www.cde.state.co.us/cdeadult/makingshifts>

PD Self-Assessment for Colorado Adult Education Teachers

The web-based *Professional Development Self-Assessment for Colorado Adult Education Teachers (PDSA)* has been used by Colorado's adult education teachers for seven years to self-assess their professional development needs and interests. In FY13, the content of the PDSA underwent a significant update. Implementation of this change delayed the PDSA's availability until mid-year (January 2013.) Because of the late release, participation by teachers in AEFL programs was optional. Nevertheless, by the end of FY13, 115 teachers had completed the self-assessment. <http://www.cde.state.co.us/cdeadult/PDSelfAssessIndex.htm>

Tracking and Reporting of Professional Development Hours

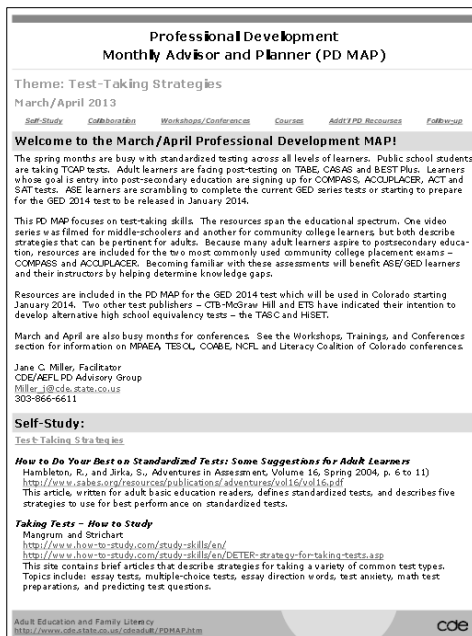
FY13 was the sixth year in which local adult education programs in Colorado were required to track and report the PD Hours earned by their teachers. Programs submitted the PD summary spreadsheets along with their Annual Performance Reports. State policy requires programs to report PD Hours for at least 65% of their AEFLA-paid teachers. Of the 33 programs reporting, 19 submitted PD Hour data from 100% of their AEFLA-funded teachers; 12 programs reported 75% - 96% of their AEFLA-funded teachers, and two programs reported 71% and 67% of their teachers. The total number of teachers reporting PD Hours in FY13 was 318, which represents 91% of the 350 AEFLA teachers on staff statewide.

Total PD Hours earned by all teachers statewide was 18,892. The majority of PD Hours (7,794) was earned by attending workshops/conferences/trainings. The three remaining strands were: Self-Study – 2,160 PD Hours, Collaboration with Colleagues – 3,281 PD Hours, and Courses for Credit – 5,657 PD Hours. PD Hours are roughly equivalent to a contact hour, though activities with greater interaction earn higher numbers of PD Hours. The FY13 state average for all teachers was 59 PD Hours earned per teacher. Averages based on instructional hours per week were: 20+ hours/week = 72 PD Hours, 9-19 hours/week = 55 PD Hours, 2-8 hours/week = 54 PD Hours.

PD Monthly Advisor and Planner

The state Professional Development Coordinator 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. As much as possible, the resources listed in each PD MAP address the monthly theme; however, PD events that occur only during the designated month are also included. Themes that were covered in FY13 were: AEFLA Grant Basics, Developing Vocabulary with Adult Learners, Teaching Grammar, Preparing Programs and Teachers for the 2014 GED Test, Learning Content and Skills for the 2014 GED Test, Test-Taking Strategies, and Special Issue: College and Career Readiness. The PD MAP is distributed to 317 program directors and teachers statewide.



<http://www.cde.state.co.us/cdeadult/PDMap.htm>

Community of Practice on Transitions to Postsecondary Education

The State Professional Development Coordinator designed, recruited members for, and facilitated a year-long community of practice focusing on Transitions to Postsecondary

Education. Four AEFLA program directors joined the community of practice in July 2012. A syllabus guided the group from September 2012 to May 2013. Each month, members read 2-5 research reports and best practice articles and then came together for a 1.5 hour facilitated discussion. The readings were organized in the following progression: foundational knowledge about adult learner transition to PSE, strategies teachers can implement during instruction to promote transition, program-level organizational and curricular strategies, and strategies adult education programs can use in partnership with institutions of postsecondary education. The members of the community of practice attended the National College Transition Network annual conference in November, 2012, in Providence, RI. In May, 2013, as the culmination of the community of practice, members were given the opportunity to propose a postsecondary education transition project and apply for a state leadership mini-grant. Three proposals were submitted and two were approved and funded.

The Credential for Colorado Adult Educators: ABE Authorization (ABEA)

The Adult Basic Education Authorization (ABEA), is issued by CDE Educator Licensing. It was implemented in 2004 in an effort to document a highly qualified and experienced adult education workforce. In FY13, 56 authorizations were awarded. State policy requires that every funded program have a minimum number of credentialed teaching staff based on the hours worked per week by instructors ; 63% of programs were in compliance by the end of the fiscal year. The non-compliant programs submitted improvement plans that they are implementing in FY14.

A policy revision effective in FY13 requires that all instructors, regardless of hours worked per week, earn the authorization within three years of their date of hire. Those uncredentialed instructors employed on or before July 1, 2012 must earn the authorization by June 30, 2015. 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 FY13, 23 courses were offered in online and hybrid formats at various colleges throughout the state. The portfolio is an option for experienced educators with a minimum of 720 hours of teaching experience. In FY13, 39 portfolios were reviewed.

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, the adult education Professional Development Advisory Group (PDAG), the Colorado Community College System, the Adult Education and Training Department at CSU and educational leadership staff at the state Department of Corrections.

ABEA Projects in FY13

The 62 course competencies for the four required courses were revised by 43 adult educators representing 21 of the 32 funded programs. Also represented were seven of the eight community colleges that offer the courses, the state Professional Development Resource Center, Colorado State University and the Colorado Department of Corrections. Between December 2012 and April 2013, four groups drafted a set of revised competencies for each course. In May 2013, each group submitted its recommendations to CDE/AEFL. The final

version with fifty-one competencies is awaiting approval from the state community college curriculum committee and the State Board of Education. We anticipate that the revised competencies will be implemented by the fall 2014 semester.

Learning to Achieve Training

The CDE/AEFL Special Learning Needs coordinator participated in the Learning to Achieve refresher training in Denver on September 12-13, 2012. In coordination with the Learning to Achieve trainer in the state Professional Development Resource Center, a local training needs assessment was conducted. Based on the results, webinars were offered on Learning to Achieve Module 5, Reading Disabilities and Module 6, Written Expression Disabilities. Thirty adult educators participated in the Reading Disabilities webinar and 15 adult educators participated in the *Written Expression Disabilities* webinar.

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 62 program directors and key staff members on July 18-20, 2012. The keynote speaker was John Fleischman, Assistant Superintendent of Technology Services at the Sacramento County Office of Education. Participants rotated in small groups through three breakout sessions facilitated by AEFL staff. Topics include assessment, data collection and reporting, and teacher effectiveness. There were also sessions on continuous program improvement using the Standards of Quality for Adult Education Programs in Colorado, leadership, the new GED, technology, and transitions to postsecondary education.

The annual Colorado Adult Education Professional Association (CAEPA) conference was held on October 12-13, 2012. The theme was "Gearing Up For Change." Keynote speakers were John Corcoran, Dr. Nancy Wegge, and Connie Messina. There were 57 breakout sessions in nine topic areas – ESL, Transitions to Community College, Career Pathways and Workforce, General Teaching, Administrators/Directors, ABE/ASE-GED, Corrections, Family Literacy and Vendors. Participants earned 16 PD hours. Total attendance at the conference was 315, a decrease from 376 in FY12. CDE/AEFL sessions included: Addressing Learning Needs with Technology; Six Drivers, Six Strategies: Enhancing Student Persistence at Your Program; Connecting Adult Education to Postsecondary Education and Jobs; Maximizing the Benefits of PD and Teacher Observation; and Discover the Versatility of Dictation for ESL Learners.



Redevelopment Planning for State Literacy Resource Centers

FY13 was the final year of operation for the State Literacy Resource Center (SLRC) Project. The regional Resource Center project, which began in 1997, had served out its useful purpose in its current form. Resource collections were given new homes with libraries and local programs. A

new Training and Learning Center will build upon and extend the local professional development and training component of CDE/AEFL's Professional Development system.

Training and Support for New Program Directors

Thirteen new program directors participated in the Adult Education Information, Orientation and Understanding (AEIOU) support and training system. Key areas of understanding were reviewed with new directors via phone conference calls: Goals and priorities of AEFLA, Administration of the AEFLA grant program, Compliance with the policies, requirements, and expectations of CDE/AEFL (Adult Education and Family Literacy Office). Additional support was provided through Webinars: Data Collection/Reporting (CAESAR); Northern Colorado Professional Development Center, Review of PD Independent Study Courses; and the CDE/AEFL Professional Development system (recorded). New Directors' AEIOU Year-End Training was held on May 2-3, 2013. Grant management topics covered included: AEIOU Review, Assessment, Continuous Program Improvement (CPI) using the Standards of Quality for Adult Education Programs in Colorado (SoQ); Compliance and Fiscal Responsibility; and Leadership. The AEIOU project coordinator and AEIOU Team provided ongoing support throughout the program year via phone, e-mail, and site visits.

Learning to Lead: Adult Education Directors' Leadership Training

Of the sixteen program leaders who participated in the 8-month project, twelve received certificates of completion at the end of the third face-to-face training in October, 2012. During FY13, the leaders each had a coaching session with the facilitator, participated in working group conference calls and presented a final project demonstrating leadership presence that was critiqued by the group. Topics for the project included: Continuous Program Improvement, The Future is Blended Learning, Building and Maintaining an Online Resource for GED lessons, Development of a Plan for Leadership Behavior Change, Developing a Staff Handbook, and Community of Practice focusing on Transitions to Postsecondary Education. Project survey results indicated a desire for participants to continue to work together to strengthen leadership skills and be of service to CDE/AEFL. Six leaders shared their experiences with new program directors at the New Directors' AEIOU Year-End Training.

Standards of Quality

The Continuous Program Improvement (CPI) process, based on the Standards of Quality (SoQ), was rolled out at the FY13 AEFLA Program Directors' Conference in July 2012. All programs were required to develop an action plan for Standard #6: Learner Support and Retention and choose an additional standard to work on during the year. Thirteen programs participated in formal visits with CDE/AEFL staff during which the CPI process for reflection and follow-up was modeled for directors. This structure is intended for continued use as programs address additional standards. Programs who did not have a visit received a letter from CDE/AEFL indicating that their plan had been reviewed with comments from CDE/AEFL staff. Staff reviewers assisted programs in setting reachable improvement goals and establishing measureable evaluation criteria for their goals. The CPI process was presented at the New Directors' AEIOU Year-End training. In this session the process was reviewed, and its benefits and uses were shared by program directors that had received program visits.

Part II: Core Indicators

Overall enrollment decreased from 10,812 in FY12 to 10,579 in FY13. 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 nine levels and increased slightly at two levels. Overall level completion was 34%, down from 38% in FY12. The pre- post test ratio declined from 58% to 55%. Average instructional hours per learner was 69, up slightly from 68 in FY12.

Level	FY11	FY12	FY13	Trend	FY13 Target
ABE Beg Literacy	.54	.51	.52	↑	.55
ABE Beg Basic Education	.46	.42	.41	↓	.47
ABE Intermediate Low	.44	.39	.36	↓	.45
ABE Intermediate High	.38	.33	.31	↓	.39
ASE Low	.34	.26	.27	↑	.36
ESL Beginning Literacy	.52	.44	.38	↓	.53
ESL Low Beginning	.65	.57	.52	↓	.66
ESL High Beginning	.58	.49	.44	↓	.59
ESL Low Intermediate	.43	.37	.32	↓	.45
ESL High Intermediate	.44	.35	.29	↓	.46
ESL Advanced	.25	.19	.11	↓	.26

Obtained a GED or Secondary School Diploma

GED data was compiled from data matching between the state's GED data base and the adult education database. Colorado exceeded its target of 50% for this goal.

Goal 50%	No. in cohort	No. Included	Responding or Included	Response Rate or %	No. Achieved	% Achieved
Obtain GED or AHS	745	745	745	100%	486	65%

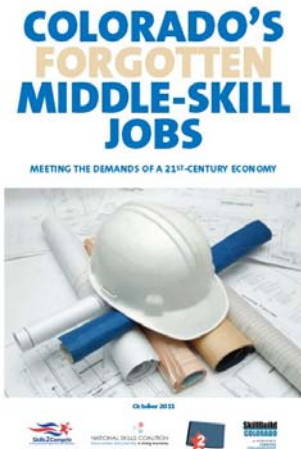
Entered and Retained Employment

2,650 students were in the Entered Employment cohort, and 2,497 students were in the Retained Employment cohort. Both of these cohorts will be data matched against Colorado Department of Labor and Employment (CDLE) data.

Entered Postsecondary Education or Training

109 students were in this cohort. This cohort will be measured against the post-secondary data in CDE's longitudinal data system in partnership with the Department of Higher Education.

Part III: Partnerships



The State Director of Adult Education served on the Colorado Workforce Development Council (CWDC) as proxy for the Colorado Commissioner of Education, Robert Hammond, who is a mandated member of the Council. The CWDC, established by Executive Order of the Governor in 1999, 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 FY13) contribute to the support of the CWDC.

The State Director also served on the Skills2Compete Campaign Advisory Committee to contribute expertise toward the development of a policy proposal focused on the need for continued or increased state investment in skills training for middle-skills jobs, as identified in the "Colorado's Forgotten Middle-Skill Jobs" report released by Skills2Compete Colorado. The Skills2Compete Campaign Advisory Committee provided advocacy information to several legislative offices that developed legislation titled "Basic Education Career and Technical Education Pilot Program" and "Colorado Careers Act of 2013." Both of these bills passed into law.

Local partnerships with employers include Morgan Community College's partnership with Cargill Meat Solutions and Durango Adult Education Center's partnership with the Southwest Colorado Workforce Center to facilitate the offering of completion certificates based on WorkKeys assessments. 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.

The State Director also served on the Denver Workforce Investment Board (WIB). The WIB, authorized by the Workforce Investment Act, provides program oversight and policy guidance for all federal, state, and locally funded workforce investment programs, including the operation of Denver's Workforce Centers. The Denver WIB's Mission is to engage in activities and partnerships that support success for business and the workforce in Colorado and the metro Denver region by providing a well-trained, skilled, competitive local workforce that meets the needs of local businesses.

The State Director participated in a Colorado Alignment Task Force Group, along with representatives from community colleges, higher education, economic development, business, and workforce. The Alignment Task Force has the goal of determining how to establish an overarching goal that will hold all partners accountable to achieving a healthy economy, define sub-measures that flow into the overarching measure, and define how the baseline for each measure and sub-measure will be established and how it will be measured. This Alignment Task Force Group became the core group that applied for and received the Advancing Career and Technical Education in State and Local Career Pathways Systems grant. The goal of this grant is to establish a model medical career pathway which will serve as a guide for future career pathways. This two-year grant enables Colorado to be paired with an experienced state coach and receive individualized technical assistance and have access to subject matter experts in CTE Programs of Study and Career Pathways systems development.

Part IV: EL/Civics

Learner Outcomes

English Literacy and Civics Education (EL/Civics) grants supported over 850* learners in 11 adult ESL programs in FY13. Sixty-six percent of EL/Civics learners were both pre- and post tested; learners received an average of seventy-four 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	20	1,457	11	9	8	1	55%
ESL 2	35	2,398	20	19	14	1	57%
ESL 3	146	12,201	85	67	53	8	58%
ESL 4	248	18,088	100	78	116	32	40%
ESL 5	229	16,788	74	61	125	30	32%
ESL 6	151	10,473	29	0	83	39	19%
Total	829	61,405	319	234	399	111	38%

*Two programs have additional EL/Civics learners to report as of the date of this report.

Targeted Levels

Colorado programs in FY13 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 in EL/Civics at EFLs 0-2 dropped from 100 in FY12 to 55 in FY13.

Curriculum and Materials

EL/Civics programs in Colorado incorporate the four components of EL/Civics instruction – U.S. Government, American History, Civic Engagement, and Preparation for Naturalization - using a combination of published core textbooks and supplemental materials. Many programs use the Step Forward textbook series because it integrates civics and life skills content and competencies. Supplemental materials used by the programs include America's Story, News for

You, Voices of Freedom, Easy English News, ESL Times and community newspapers. Teachers at two programs developed multi-unit EL/Civics curricula for their classes.

Federal, State and Local Government

The attention of learners in Colorado's EL/Civics programs in FY13 was turned toward the U.S. Presidential elections in the fall of 2012, particularly because Colorado was a heavily contested state, hosted the second presidential debate, and was visited numerous times by both candidates. Learners read and discussed newspaper articles about the elections, staged mock elections, listened to the debates, discussed the voting process, examined authentic local ballots, learned about the Electoral College, and created and delivered presentations using Power Point or posters. One high-intermediate EL/Civics class researched how to access information about candidates and issues, identified the difference between non-biased and partisan information sources, and discussed the importance of being informed about political issues in their daily lives. Learners viewed the 2013 Presidential Inauguration and the State of the Union address.

Learners in several EL/Civics programs studied where services and responsibilities at the local, state, and federal governments overlap and separate. One class toured the state Capitol in Denver, learning its history and viewing the two legislative chambers. As a result of the live tour and the subsequent unit on "Laws, Rights, and Responsibilities" learners were able to differentiate between the President and the governor, differentiate between the U.S. Congress and the state legislature and understand the process of a bill becoming a law. Many classes studied the three branches of government and researched current office holders at the federal and state levels. Learners at one program studied veterans' issues and the branches of the US military. Those at another program learned about the collection and use of taxes. In addition to elections, learners in Colorado were particularly interested in immigration reform. Learners read news reports and followed legislation. EL/Civics learners at one program participated in a "Know Your Rights" workshop, taught all in English with role plays, facilitated by a local immigrant rights group. Pursuant to Deferred Action for Childhood Arrivals, programs reported an increase in learners requesting enrollment verification in support of DACA applications.

Community Involvement

All EL/Civics programs in Colorado facilitated learners' engagement with their local communities. Field trips included visits to local public libraries to learn about services and obtain library cards, trips using public transportation, visits to local historical museums, a local free health clinic, the local fire station, the local recreation center, and the neighborhood post office. Guest speakers came into classes to discuss banking and law enforcement services, services for victims of domestic violence, and opportunities for transition to college. At one program, EL/Civics learners held a "Beyond ESL" night which focused on next steps for ESL students. Representatives from a local bank, the Workforce Center, a local business, and local colleges made presentations to the various EL/Civics classes.

Learners at many programs found meaningful participation as volunteers. Many learners increased their involvement at their children's schools - helping children with homework, attending parent-teacher conferences and participating on school decision-making committees. A class of EL/Civics learners at one program took a field trip to a local farm where they had an opportunity to volunteer for a non-profit organization while learning about where to find affordable, local produce. Students created a bulletin board display with stories of their experience which was displayed in the school corridor.

One program set up a volunteer program at the adult ed school. The program staff had found that their students were reluctant to volunteer in the English speaking community because of challenges with communication, time and information. By providing an opportunity to volunteer at the school, the program created a safe environment where students could practice their English and also contribute to their learning environment. The initiative modeled the importance of community involvement in American culture. The hope is that the experience of volunteering at school will serve as a gateway to volunteering in the community at large. At another program, EL/Civics learners researched, compiled, and published a community resource handbook for distribution to all the adult learners at the program.

All EL/Civics programs used U.S. Holidays as a springboard to studying U.S. historical events and the lives of influential Americans. Learners also studied geography through activities ranging from reading local street maps, to reading about America's national parks, to naming and locating all 50 U.S. states.

Conclusion

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.