

## 1. State Leadership Funds (AEFLA Section 223)

(a) Describe how the State has used funds made available under section 223 (State Leadership activities) for each the following required activities:

Alignment of adult education and literacy activities with other one-stop required partners to implement the strategies in the Unified or Combined State Plan as described in section 223(1)(a).

The Colorado Department of Education (CDE) Office of Adult Education Initiatives (AEI) utilizes State Leadership funds to support a variety of state and local efforts to align adult education and family literacy activities with other core programs in support of the goals and strategies outlined in Colorado's Workforce Innovation and Opportunity Act (WIOA) State Plan. AEI worked with core partners and the Colorado Workforce Development Council (CWDC) to revise the state plan in the winter/spring of FY18, including offering multiple in-person and online public input opportunities.

In FY18, AEI focused primarily on providing accurate and timely information about WIOA, State Plan goals, and improved policies and procedures for Adult Education and Family Literacy Act (AEFLA) grantees to support system alignment. The need to focus on implementing policies and procedures for data and assessment is outlined in Colorado's 2012 corrective action plan from the Office of Career and Technical Education (OCTAE). AEI also served as a thought partner with key stakeholders to implement strategies outlined in the State Plan.

**WIOA Implementation Team:** AEI staff attended monthly WIOA Implementation Team meetings comprised of representatives from all core programs and one-stop partners to provide guidance, coordination, and, where appropriate, to make commitments to act on WIOA implementation activities. Meeting topics centered on the five state goals outlined in the WIOA State Plan:

- Goal 1: Engage business and industry as a fulcrum to inform and align all elements of the demand driven system
- Goal 2: Establish a customer-centric and holistic focus to increase coordination, effectiveness, and access through shared data, tools, and resources
- Goal 3: Engage partner staff at every level for better system alignment
- Goal 4: Create and deliver a unified message for internal and external communication
- Goal 5: Drive meaningful outcomes through innovation, alignment of metrics, and accountability

**Job Seeker Services (JSSA) Alignment Team:** The JSSA is a subset of the WIOA Implementation Team and is comprised of leaders and subject matter experts from core partners, including multiple AEI staff members. AEI took the lead in planning a retreat for the JSSA steering committee and work groups that took place in February 2018. The goals of the retreat were to draft SMART goals for 2018 that support the WIOA Implementation Team Goal 2 listed above. Participants agreed that education for front-line staff members about each of the core partner programs was necessary for future collaborative success, so AEI began working with partners to create online modules that explain the core services, expected to be completed by winter 2019.

**Career Pathway Systems:** In October 2017, Colorado received a \$2.25 million Disability Employment Initiative (DEI) grant from the U.S. Department of Labor (DOL). The purpose of the grant is to improve the education, training, and employment outcomes of adults with disabilities by refining and expanding already successful workforce strategies. DEI focuses on the career pathways

framework and strategies to make the existing career pathway system more inclusive and accessible to individuals with disabilities, and helps address the needs for adults with significant disabilities for more individualized services through linkages with the Social Security Administration's (SSA) Ticket to Work (TTW) program. Three local workforce areas containing nine AEFLA grantees are participating in the project. AEI team members are active members of the project team and have disseminated information to better serve adult learners with disabilities as a result of the project. Collaborative meetings and additional technical assistance (TA), including webinars and an accessibility guide, are planned for FY19.

In October 2017, adult education grantees joined other workforce stakeholders at the three day Sectors Summit to answer the question: "How might we triple the number of quality work-based learning opportunities in Colorado?" Five grantees and multiple AEI team members attended the summit, participating in both general and regional work sessions focused on building partnerships that could support competency-based, industry-led work-based learning opportunities.

Lastly, CDE collaborates with the CWDC around the 20+ sector partnerships and the Sector Partnerships Community of Practice (CoP) through membership in the State Technical Assistance Team (STAT).

**Adult Workforce Partnerships Advisory Committee:** To support sector partnerships and career pathways work in Colorado, AEI staff host Adult Workforce Partnerships Advisory Committee meetings with representation from the Colorado Department of Higher Education (CDHE), Colorado Department of Labor and Employment (CDLE), Colorado Community College System (CCCS), local education providers, postsecondary education and training providers, workforce development providers, and advocacy organizations. These meetings promote communication and collaboration among partners and produce guidance on Colorado's workforce development needs, the levels of unmet need for adult education, and input on grant competition requests for proposals.

**Business Services Team Engagement:** AEI is working with the statewide Business Services Team to advance the strategies and goals outlined in the State Plan. Efforts are focused on developing strategies and resources that adult education providers can use to better incorporate employer feedback into programming decisions. Ongoing work with the Business Service Team will focus on Adult Education's role in Colorado's talent development pipeline, how providers can better meet the needs of business, students, and job-seekers, and process for measuring the impact of adult education programs on businesses.

[Establishment or operation of a high quality professional development programs as described in section 223\(1\)\(b\).](#)

AEI aims to provide effective professional learning activities that emphasize research-based practices and the integration of learning into local program practices. These values are encouraged at the local program level as well. All PD resources generated are shared with all grantees via weekly email communications. Based on an analysis of website use and grantee survey feedback, the AEI Office began reorganizing the AEI website at the end of FY17 which had previously housed all professional development materials. The team has removed outdated and unused PD resources from the website and is currently reviewing the remainder for quality and basis in evidence. FY18 professional development priorities are further explained below.

**Adult Basic Education Authorization (ABEA):** During FY18, AEI continued to provide ABEA certification pathways for instructional staff through credit bearing courses via partner colleges, and through prior learning portfolio options—including updating and streamlining the portfolio options and supporting documentation in response to feedback. AEI also continued its intensive internal review of the ABEA competencies, which started at the end of FY17. Once this review was completed, AEI solicited individuals involved in field to join a focus group related to evaluating and possibly re-developing the ABEA competencies. As part of this work, detailed interviews were conducted with 19 members of the field (including instructors, program managers, and ABEA course providers). Following that, AEI staff hosted three conference calls focused on developing new competencies and determining their organization. Once a draft of the new competencies was completed, AEI facilitated three full rounds of feedback from AEI staff and the field that culminated in a final set of new ABEA competencies. The new ABEA competencies were then shared with field via a listserv with over 500 members, and directly to AEFLA program directors and staff in multiple AEI communications. Once finalized, AEI began the process of soliciting contractors to develop self-paced online modules based around the new ABEA competencies with the goal of offering them for free to adult education instructors in Colorado to meet licensing requirements and serve as a resource for continued professional development. This work has continued into FY19 with plans to finish developing the various modules during FY20.

**College and Career Readiness Standards:** Standards in Action (SIA) training opportunities were offered to Adult Education and Family Literacy Act grantees. Since AEFLA grantees are at different levels of standards implementation, grantees were provided the opportunity to request professional development from AEI to meet specific execution needs in the program. Three grantees asked for personalized technical assistance and participated in a single-day, face-to-face session to further their knowledge of College and Career Readiness Standards. These sessions concentrated on lesson alignment with SIA Training materials that allowed instructional staff to focus on assignments and student work. Forty-five instructors throughout the state of Colorado were trained and encouraged to share their professional learning with others in the field. Programs continue to report challenges with NRS approved assessments not aligning with the more rigorous, standards-based instructional changes they are making in classrooms and AEI is working to develop TA around this in FY19.

**COABE Virtual Conference:** In October 2017, AEI purchased state-wide access to the first COABE Virtual Conference. Through this, 100 adult education staff members from various programs in Colorado participated in a two-day online conference covering a variety of topics related to adult education.

**CAEPA Mini Conference:** In April 2018, AEI staff supported the Colorado Adult Education Professional Association (CAEPA) in the planning and delivery of a “mini conference” that was held in Colorado Springs. A total of 159 people attended the mini conference, and sessions focusing on data driven instruction and assessment were presented. During the second half of the day, AEI paid for an assessment training, attended by 89 people, covering the correct administration of the TABE and CASAS assessments and facilitated by the publishers.

**AEFLA Directors Meeting:** At the end of July 2017, AEI held an annual AEFLA Directors Meeting. Forty-three directors and grantee program staff participated in training over the course of two days. Content included explanations of the policies in the new online Grantee Handbook, how WIOA defines Integrated Education and Training (IET), design thinking, local area plans and fiscal guidance. AEI also solicited attendees for feedback regarding future professional development and technical assistance needs. This information was used to guide additional development of AEI’s Grantee Handbook and ongoing specialized support provided by AEI to program staff.

**New Director Training:** AEI provided personalized technical assistance for the four directors new to their positions during FY18. Supports included additional LACES data system training, local policy creation/implementation assistance and weekly conference calls, depending on the new directors' level of familiarity with the AEFLA grant. To better support grantees during these important staff transition times, AEI hired a part-time employee for FY19 that is focused on one-on-one support for new directors; she will also develop a new directors handbook that will help new directors prioritize AEFLA grant requirements and will be particularly useful at the start of the new grant cycle in FY21.

**Annual Assessment Training:** Assessment trainings are held each year for all grantee staff members that proctor educational functioning level tests. The trainings provide an opportunity for authorizing new proctors or as refresher training for current proctors to remain current with the latest test administration protocols. The AEI Office requires local programs to maintain records of staff trained as proctors and to ensure proctors attend these annual events.

#### [Provision of technical assistance to funded eligible providers as described in section 223\(1\)\(c\).](#)

AEI staffs three Adult Education Program Coordinators whose primary job duties include offering TA to local programs to support and promote the continuous quality improvement of the adult education and family literacy services available across the state. AEI's capacity to develop and deliver TA in FY18 was limited in part by a vacancy in one of the Adult Education Program Coordinator positions for nearly half of the year and the need to onboard the new Adult Education Program Coordinator once the position was filled.

In FY18 the Adult Education Program Coordinators maintained their knowledge base of effective instructional and programmatic practices through research, attendance at state and national conferences, collaboration with CDHE and the CWDC, and through the collection of promising practices from local program observation, conversation, and data analysis. Dissemination of promising practices occurred through weekly email communications from AEI, monthly "Director Talks" webinars and "Click," an email distribution list managed by AEI that allows programs to easily share opportunities with each other.

To address the role of adult education providers as a one-stop partners, AEI partnered with CDLE and the CWDC on various initiatives throughout the year. Of particular note was AEI staff participation in Job Seeker Services Alignment (JSSA) taskforce meetings aimed at various system-wide goals (common forms, streamlining referrals, increasing access, etc.) and AEI staff participation in WIOA Dashboard Collaborative meetings focused on designing and developing a WIOA Common Measures dashboard with data from all core partner programs in Colorado.

TA on the use of technology to improve system efficiencies continued to be centered on supporting local adult education providers' use of the State's data collection and reporting system, LACES. On a monthly basis, grantees received data monitoring reports with data reporting errors for corrections and key performance metrics for use in making improvements to program design and instructional quality. AEI also acquired licenses to Moodle, an online learning management system, for the purposes of increasing grantee access to TA and professional learning opportunities. Online modules around Adult Basic Education (ABEA) certification and assessment instrument trainings are in development for use with grantees.

Monitoring and evaluation of the quality and improvement of adult education activities as described in section 223(1)(d).

Continuous quality improvement of adult education activities delivered in Colorado remains a priority for AEI. The FY18 grant continuation application required applicants to describe local program goals, managed enrollment strategies, intensity and duration of instructional activities, Colorado ABEA teacher credentialing compliance, strategies to meet performance targets and utilization of evidence-based practices and strategies for continuous improvement. Grantee continuation application responses provided key items that AEI used when delivering program monitoring, targeted TA, and professional development.

In 2017-18, AEI implemented new risk-based monitoring, a more robust, multi-day on-site monitoring review tool, and revised mid- and end-of-year progress reporting more closely aligned with WIOA requirements and priorities. AEI conducted three on-site visits, reviewing grantee programmatic, instructional, and fiscal documentation and practices to both ensure compliance with state and federal requirements and to identify areas of growth and success. AEI continued to provide monthly LACES data monitoring throughout the year and added more in-depth quarterly fiscal monitoring. The monitoring work resulted in the implementation of one corrective action plan and three program improvement plans. All plans were successfully closed out within, or close to, the end of the program year.

State staff used research journals, national trainings and events, and online resource repositories from trusted organizations to identify and share best practices and innovative strategies. These best practices were communicated with local providers through monthly “Director Talks”, weekly “AEI Updates” email communications, AEI’s website, and at training events. Local providers are encouraged to share and support one another in continuous improvement through “Click” email communications, an email distribution list provided by AEI that allows programs to easily share opportunities with each other. AEI continued to update and maintain technical assistance resources into a single online grantee handbook as a tool for local program staff.

(b) As applicable, describe how the State has used funds for additional permissible activities described in section 223(a)(2).

In regards to allowable activities, AEI focused primarily on researching content and models for IET and career pathways at both national training events and through collaboratives with the Colorado Community College System (CCCS) and the CWDC. For grantees that are colleges, TA was focused on understanding and developing viable pathways from ABE/ASE instruction to college-level certificate and/or credit-bearing courses, resulting in sample crosswalks. For non-college grantees, TA focused on building connections with local one-stop providers and Eligible Training Provider List (ETPL) organizations to identify building blocks for designing IET programming.

## **2. Performance Data Analysis**

Describe how the adult education program performed in the overall assessment of core programs based on the core indicators of performance.

In FY18, Colorado served 8,460 adult learners through programs administered by 23 grantees. Of those learners, the majority, 47%, were enrolled in English language acquisition (ELA) programs;

37% were in adult basic education (ABE) programs; 6% enrolled in adult secondary education (ASE) programs; and 10% were enrolled in Integrated English Literacy and Civics Education (IELCE) programs. The majority of participants in FY18 entered at ABE Level 3 and ESL Level 4 educational functioning levels similar to the previous year. Statewide enrollment was down slightly from the prior year, but was anticipated due to fewer grantees and new grantees as results of the grant competition.

In FY18, Colorado did not meet its 35% measurable skill gain (MSG) target. The overall statewide MSG rate dropped from 30.79% in the prior year to 30.47% in FY18. Although statewide the MSG target was not met, six of the 23 grantees achieved an MSG rate above 35%, the highest being 49%, and another five of the grantees achieved MSG rates within 5% of the 35% target. Unlike the previous year, where the ABE MSG rate was lowest at ABE Level 1, in FY18 learners entering at ABE Level 3 had the lowest MSG rate statewide (29.82%), down close to 1.5% from the prior year. MSG rates at ABE Level 1 increased by roughly 6% from FY17, and MSG rates at all other ABE educational functioning levels (EFL) also increased from FY17. Similar to last year, among the ESL EFLs, the lowest MSG rates statewide were at ESL Levels 5 & 6, but the MSG rate at ESL Level 5 increased roughly 3% over the previous year. MSG rates at ESL Level 3 & 4 notably dropped close to 3-4%, respectively, from the previous year, and AEI is still analyzing causes for these drops.

The majority of measurable skill gains at all levels were achieved through pre- and post-testing (81%). HSE attainment made up 15% of all MSGs and post-secondary entrance made up 4% of all gains. Pre- and post-test gains were up at the ABE EFLs from the prior year but down for ESL EFLs from the prior year. Conversely, HSE attainment was down for ABE EFLs from the prior year and up slightly for ESL EFLs.

Employment for exiters in the second quarter after exit was 40.95% and 42.37% in the fourth quarter after exit. Median earnings in the second quarter after exit were \$4,051.03. While the data were not reported the same way for the previous year, the rates were not surprising as they were close to the rates of learner self-reported employment status at entry. Notably, grantees reported in their annual performance reports that part-time and gig economy work, particularly among English language learners, were not reflected in these figures owing to the data match methodology and criteria.

The rate for attainment of a Secondary School Diploma/Equivalent and Enrolled in Postsecondary Education or Training within one year of exit was just 1.43%; the rate for attainment of a Secondary School Diploma/Equivalent and Employed within one year of exit was just 3.65%; and, the rate for attainment of a Postsecondary Credential while enrolled or within one year of exit was at 12.5%. With half of grantees being either Local Educational Agencies or Institutions of Higher Education, we expected that performance measures including post-secondary matriculation and credential attainment would be higher, and are working with grantees to identify barriers to achieving those outcomes.

[Discuss how the assessment was used to improve quality and effectiveness of the funded eligible providers and any plans to further increase performance in future reporting years.](#)

In the second year of using LACES as the data collection and reporting system, AEFLA grantees in Colorado continued to experience significant programming errors with the data system. For the majority of the year, grantees did not have a way to quickly identify post-test eligibility in subject area tests. Required NRS changes continued to be sporadically added to LACES throughout 2017-18, and NRS Tables 4 and 4b had persistent errors until a week before the October 2018 reporting

deadline. AEI had been and continues to try and address these errors and frustrations through closer monitoring of NRS reporting rules, requiring the LACES system to update testing and implement custom, more simple, comprehensible, class-level reports for grantees.

As a result of performance data analysis, AEI implemented more detailed NRS goal setting and class reporting requirements in both the continuation application and in LACES for FY19. These changes will facilitate technical assistance delivered to grantees around increasing the intensity and decreasing the duration of instructional units delivered to learners as prior year data indicated that, on average, pre- and post-test gains increase when the time (calendar days) between tests is less and the number of instructional hours available and achieved within the same time period/instructional unit is at or above test publisher recommendations. The changes will also support grantees in their work to meet the FY19 and FY20 MSG performance targets.

TA in current and future years will focus in part on identifying critical separation points and causes as nearly half of all learners in Colorado separate before making a measurable skill gain. TA will also address strategies for increasing post-testing rates, the frequency of use of LACES reports/NRS data and alignment of instruction to standards and approved assessments. Additionally, unlike in previous years, AEI has made available to grantees aggregate program level employment, credential attainment and postsecondary matriculation data match results. These data will support grantees in improving all non-pre- and post-test gain outcomes.

### **3. Integration with One-stop Partners**

Describe how the State eligible agency, as the entity responsible for meeting one-stop requirements under 34 CFR part 463, subpart J, carries out or delegates its required one-stop roles to eligible providers. Describe the applicable career services that are provided in the one-stop system. Describe how infrastructure costs are supported through State and local options.

For WIOA Title II, CDE is the required one-stop partner responsible administering or supervising policy for adult education and literacy activities in the State. As outlined in the jointly developed [Colorado Policy Guidance Letter#: WIOA-2016-02, Change 2](#), published on May 11, 2017 by CDLE, CDE delegated its one-stop partner responsibilities to each of the AEFLA-funded local providers in FY17 and set the expectation (through grant agreements) that each provider negotiate and sign an MOU that addresses the service delivery elements required by WIOA with the local workforce development boards (LWDBs) in each local area in which adult education services are provided. Each required one-stop partner is responsible for identifying the career services that are relevant to their programs and making those services available through the comprehensive workforce center.

During FY18, AEI collected the Memoranda of Understanding (MOU) with local workforce development boards from grantees. The MOUs for these grantees outline the infrastructure agreements with the centers, per the [Colorado One-Stop System Policy Guidance Letter#: WIOA-2016-03, Change 1](#) published on May 2, 2017.

The applicable career services provided in the one-stop system provide services to assist employers and job seekers, including job listings; computer and internet access; career counseling and training for job seekers; recruitment of workers; and pre-screening and referral services. In addition, the one-stops provide electronic job support through [Connecting Colorado](#), CDLE's job seeker-facing online portal.

#### 4. Integrated English Literacy and Civics Education (IELCE) Program

(AEFLA Section 243) Describe how the state is using funds under Section 243 to support the following activities under the IELCE program:

Describe when your State held a competition [the latest competition] for IELCE program funds and the number of grants awarded by your State to support IELCE programs.

Colorado's most recent IELCE grant competition was held in the conjunction with the AEFLA competition. The request for proposal was released on December 7, 2016. Applications were due February 21, 2017 and tentative award amounts were publicly released on June 5, 2017. Eight programs were awarded and received funds for FY18. Continuation applications for these same eight grantees were due June 11, 2018. All eight programs continued to be awarded funds in FY19.

Describe your State efforts in meeting the requirement to provide IELCE services in combination with integrated education and training activities;

In FY18, AEI offered individualized TA to grantees to support IELCE in combination with IET activities. In those efforts, AEI discovered deficiencies in the IET offerings, with programs failing to meet all required components of IET. Realizing these deficiencies, AEI has developed a strategy for IET support that includes the formation of an IET working group in FY19 for grantees who receive IELCE funds. This group will discuss required components of IET and how to meet those requirements, implementation strategies, execution strategies and other topics identified by the work group members in a survey presented early in FY19. In addition, AEI will use an IET toolkit and provide technical support to IET providers to align their programmatic goals with the requirements under IELCE.

Describe how the State is progressing towards program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in section 243(c)(1) and discuss any performance results, challenges, and lessons learned from implementing those program goals; and

In FY18, 811 adult learners participated in IELCE programs administered by 8 grantees. The majority of those IELCE participants (65%) were ages 25-44. There were 0 IET participants. Of those, 55% exited, but just 4% (17) were employed in the 2nd quarter after exit based on the wage data match. It is possible that IELCE learners are employed in industries not included in the Unemployment Insurance wage data set.

Deficiencies were discovered in self-reporting participation in IELCE services in combination with IET activities. In addition to data reporting, narrative questions in the FY18 IELCE grant continuation application emphasized program design and goal setting. These were required to guide grantees in progressing learners to participation in an IET and placement into unsubsidized employment. State staff worked with grantees to align existing programming with IELCE requirements.

Implementation questions still exist around when contextualized instruction should take place, at what point workforce preparation activities should be introduced, how to offer workforce

preparation activities for those who are IET ready without making it compulsory for all learners in a class, and how best to leverage partnerships to offer the workforce training component of the IET. These questions are being addressed through performance data analysis, including review of employment outcomes as they are available through data match.

Describe how the State is progressing towards program goals of ensuring that IELCE program activities are integrated with the local workforce development system and its functions as described in section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals.

AEI participates in state-level work groups and committees to support core partners in each local area in their coordination of services so that clients are placed at the center of the system, including IELCE participants. An example of this state level collaboration was AEI and AEFLA grantee participation in the October 2017 sectors summit, where participants focused on building partnerships that could support competency-based, industry-led work-based learning opportunities.

Local adult education programs have representation on each local workforce development board to ensure IELCE is integrated with the workforce development system. Additionally, the grant continuation applications submitted spring of 2018 asked applicants receiving IELCE funds how they are implementing programs to meet all required elements and to set goals around IELCE implementation. Responses in those applications have been used by the AEI team to identify areas for technical assistance, including strategies for integration with the local workforce development system. Concerns expressed by grantees have included access to training programs for IET implementation, particularly in rural areas; ability to create cohorts with enough participants to offer industry-specific training; and developing cohorts of students with high enough literacy levels to participate in the training portion of the IET. These concerns, as well as other components of developing IET under IELCE will be addressed in 2018 through the IET working group developed by AEI.

## 5. Adult Education Standards

If your State has adopted new challenging K-12 standards under title I of the Elementary and Secondary Education Act of 1965, as amended, describe how your Adult Education content standards are aligned with those K-12 standards. Optional – Describe implementation efforts, challenges, and any lessons learned.

AEI views standards implementation as a critical component of developing programming to equip adult learners with the skills and knowledge needed for success in postsecondary education, employment, and beyond. The College and Career Readiness Standards (CCRS) for Adult Education were adopted for use by local providers in 2014, kicking off AEI's standards-based instruction initiative. This adoption also signified alignment with Colorado Academic Standards. Implementation of these standards has been done through the revised Standards in Action (SIA) model.

During FY18, the CDE Office of Standards and Instructional Support (SIS) was in the second year of a five year plan to revise and implement new Colorado K-12 academic standards. During the first and second years the SIS office focused on: planning; research and resource development; review and revision of standards. The Colorado State Board of Education spent the second half of FY18 discussing and voting to approve the revised standards. The last standards revision item was

addressed at the June 13, 2018 state board of education meeting. Due to this timeframe AEI staff did not have the ability to engage in an alignment process during FY18 as the standards were not finalized. Looking forward, the standards are expected to be implemented by schools in 2020 so AEI will work with SIS to align the standards over the next two years.

## **6. Programs for Corrections Education and the Education of Other Institutionalized Individuals (AEFLA Section 225)**

What was the relative rate of recidivism for criminal offenders served? Please describe the methods and factors used in calculating the rate for this reporting period.

AEI did not track rates of recidivism on correctional education participants in FY18. The Colorado Division of Criminal Justice's Office of Research and Statistics under the Colorado Department of Public Safety and the Colorado Department of Corrections' (CDOC) Office of Planning and Analysis (OPA) annually track and report on recidivism rates on offenders in community corrections and correctional facilities, including offenders in the Youth Offender System (YOS).

CDOC defines recidivism as a return to prison or inmate status in Colorado within three years of release, for either new criminal activity or a technical violation of parole, probation or non-departmental community placement. CDOC uses methodology from the Association of State Correctional Administrators (ASCA) performance-based measurement system for calculating recidivism rates.

Due to AEI and CDOC staff transitions during FY18, a data sharing agreement with CDOC and CDPS was not finalized that would allow AEI to report the relative rate of recidivism for correctional education participants. AEI expects to finalize the data sharing agreement with the necessary State agencies in FY19 for the purpose of tracking AEFLA participant recidivism in the future.