Adult Education and Literacy Grant Program

Evaluation Report to the Colorado Legislature

Grantee Award Period: January 1, 2015 to June 30, 2015

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Submitted to:
Office of the Governor

Colorado State Board of Education

Colorado House Education Committee

Colorado Senate Education Committee

The Joint Budget Committee of the Colorado General Assembly

Colorado Senate Business, Labor, and Technology Committee

Colorado House Business, Labor, Economic, and Workforce Development Committee

This report was prepared in accordance with C.R.S.22-10-105 by:

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Executive Summary

Established in 2014, the Adult Education and Literacy (AEL) Grant Program at the Colorado Department of Education (CDE) awards state funds for public and private nonprofit adult education and literacy programs. Adult education and literacy programs are programs that provide adult basic education, adult secondary education leading to a high school equivalency credential, English language acquisition instruction, or integrated basic education and skills training. The AEL grant program requires that the funded Adult Education and Literacy programs serve as lead agencies and fiscal agents for Adult Workforce Partnerships. At a minimum, a workforce development partnership includes a local education provider, at least one postsecondary education or training provider, and at least one workforce development provider.

Funds are annually appropriated to the Colorado Department of Education (CDE) for the purpose of making grants to public and private nonprofit adult education and literacy programs. Each year, the authorizing legislation requires annual reporting on the status of the grant to the governor's office; the state board; the joint budget committee of the general assembly; the education committees of the senate and the house of representatives, or any successor committees; the business, labor, and technology committee of the senate, or any successor committee; and the business, labor, economic, and workforce development committee of the house of representatives, or any successor committee., (C.R.S. 22-10-105)

In 2014-2015, $960,000 was appropriated to the AEL grant program, of which $875,727 was distributed to grantees. Awards distributed to grantees resulted in the following:

- Nine three-year grantees located in six counties in all five workforce regions.
- Four one-year grantees located in four counties within three workforce regions.

Addressing Unique Needs

The adult learners that these grants serve often have significant challenges that negatively impact their education and ability to become self-sufficient. These learners include those who did not complete high school, high school completers who did not pursue further education and training, college non-completers, foreign born US residents, veterans, and criminal offenders among others. The AEL grant program directs resources to address the unique needs and challenges of these learners.

Population Served

Each of the nine three-year grantees was required to submit an annual progress report to CDE by May 1, 2015. Adult Education and Literacy grantees reported enrolling 393 students from January 2015 – April 2015. Nearly half of the population enrolled were Asian and sixty-three percent were unemployed or not currently in the workforce. Thirty-one percent of the population enrolled had less than twelve years of formal schooling and the majority had completed their education outside of the U.S. Due to mid-year distribution of funding (January 2015) and a narrow reporting period, a limited number of programs reported education and employment growth of learners. Four of the nine grantees reported measured gains in standardized tests, training completion, or entered employment. However, all nine grantees reported success in building the foundation and partnerships to effectively serve students in the future.

Collaborative Partnerships

In order to effectively serve this population, AEL grantees reported having partnerships with over 120 state agencies, community organizations and businesses. These partners include community colleges, workforce centers, Human Services agencies, Native American tribes, non-profit community based organizations, hospitals,

construction companies, and many more. Collaboration with partners has increased the effectiveness of the Adult Education and Literacy grantees as well as helped them prepare learners for employment in the current workforce environment.

Program Sustainability

CDE takes specific steps to help sustain the efforts supported through the AEL grants through program improvement and partnership development strategies such as implementing career pathways and connecting to regional sector partnerships. Additional strategies include allocating funding for professional development and providing training and technical assistance.

Background

Before Colorado can meet its workforce, educational attainment, and poverty-reduction goals, the state must address the need for adult education. Although there are several postsecondary programs that focus on workforce development and skills acquisition, these programs typically assume that participants are or have been in the workforce in some capacity and have already attained a base level of literacy and numeracy. Adult education and literacy programs, however, are typically designed for adults who have been unable to enter the workforce in a meaningful capacity due to a lack of basic literacy and numeracy skills. Investing in these programs enables adult education and literacy programs to serve a larger share of the state's eligible adult population and ensures that more adults can reach and complete the next level of education and training, thus leading to better employment outcomes that enable more low-income, low-literacy adults to ultimately achieve economic self-sufficiency.

According to the Colorado Talent Pipeline Report (2015), in Colorado there are 330,000 adults without a high school diploma or equivalent, about 780,000 adults with only a high school diploma, and almost 400,000 without a completed post-secondary degree or certificate. Research on opportunity youth (ages 16-24) show significant social and financial burdens through lost output/wages and lost taxes, above average levels of criminal involvement and high use of social services. Additionally, the long-term unemployed face a unique combination of social, emotional and skill deficiencies caused by the duration of their unemployment. This requires intensive "wraparound" services to address these issues effectively, while rapidly moving individuals to paid work experience and reemployment. Research also finds that average annual earnings increase and unemployment rates decrease with each successive level of education or training that a person achieves and that postsecondary education and credential attainment are increasing central to a person's ability to earn family sustaining wages, participate more fully in Colorado's twenty-first century workforce, and contribute to the state's economic health and vitality. [1]

Article 10 of Colorado Revised statute, Title 22, was reenacted in 2014 to address the needs of these adult learners. This article authorized the Adult Education and Literacy grant program to refocus the mission of adult education and literacy programs through the active collaboration and coordination of a variety of state agencies and organizations that are involved in adult education and literacy, postsecondary education, training and credential attainment, workforce development, economic development, and human services. For more details, see *Appendix A: C.R.S. Title 22, Article 10: Adult Education and Literacy Act of 2014*

Addressing Unique Needs

Millions of unemployed and underemployed Americans have severely limited career opportunities because they lack the basic academic and technical skills. From industry's point of view, the problem is not a shortage of people with bachelor's degrees. In many industries, associate degrees or technical certificates are sufficient credentials. But for many adults, returning to school to gain even those credentials presents formidable obstacles.

These career-limited adults represent a significant challenge to our community colleges, our employers and our society. Short-term strategies that meet this challenge are ineffective because they only produce shot-term results.

Career-limited adult learners' include[2]:
- Students who did not finish high school;

- High school completers who did not pursue further education and training;
- College non-completers;
- Foreign-born U.S. residents;
- Veterans who entered military service immediately after high school;
- Criminal offenders who have completed their terms of incarceration; and
- Adults in need of retooling (Those who are low-skilled or need to upgrade their skills to change careers , advance in careers, or re-enter the workforce.)

Most of the people in these seven categories above are characterized by one or more (usually several) of the following traits:
- Range in age from 18 to 50's (average: late 20's);
- Must support themselves, and, in many cases, minor dependents; and cannot afford to be full-time students for 2-3 years;
- Have limited access to financial aid;
- May need childcare and/or transportation;
- Are academically weak and often require remediation in reading, math, communication, and basic computer skills;
- May lack proficiency in English;
- Have low self-esteem, confidence, and interest in academics;
- Lack study skills;
- Need employability or "soft skills";
- May not have concern for timeliness or quality of their work;
- Know about "the real world" and may have "survival skills", but do not know how to channel that knowledge into acquisition of marketable career skills;
- Highly motivated to earn a decent wage;
- May be interested in careers but don't know how to pursue them;
- Have had no career guidance;
- Have average to above-average intelligence; and/or
- Know very little about what it takes to obtain and keep family-supporting jobs.

The AEL Grant Program

Established in 2014, the Adult Education and Literacy (AEL) Grant Program at the Colorado Department of Education (CDE) awards state funds for public and private nonprofit adult education and literacy programs. Adult education and literacy programs are programs that provide adult basic education, adult secondary education leading to a high school equivalency credential, English language acquisition instruction, or integrated basic education and skills training. The AEL grant program requires that the funded Adult Education and Literacy programs serve as lead agencies and fiscal agents for Adult Workforce Partnerships. At a minimum, a workforce development partnership includes a local education provider, at least one postsecondary education or training provider, and at least one workforce development provider.

The awarded grant funds are used to support two primary goals:
1) To enable more low-income, low-literacy adults to ultimately achieve economic self-sufficiency (realistically supporting a family without public or private assistance) through providing services and support throughout the steps of their training and employment preparation.
2) To foster partnerships and leverage resources between state, regional, and local agencies and industry leaders that assist adults in attaining basic literacy and numeracy skills leading to additional skill acquisition, postsecondary credentials, and employment

Application and Selection Process

The AEL Grant Program is managed through CDE's Office Adult Education Initiatives. During the 2014-15 grant period, two separate funding opportunities were provided. The first, the Adult Education and Literacy Grant (AEL) provided a three year annual funding opportunity and was awarded in January 2015. The second, the Adult Workforce Partnership (AWP) Grant provided a one-year one-time funding opportunity and was awarded in June 2015.

Local Education Providers that operate as adult education programs were eligible to apply for these funding opportunities.

Eligible Local Education Providers, per C.R.S. 22-10-103, include:
- A secondary or postsecondary, public or private, nonprofit educational entity, including but not limited to a school district, charter school, board of cooperative services (BOCES), state institution of higher education, junior college, and area vocational school;
- A community-based, nonprofit agency or organization;
- A library;
- A literacy council or other literacy institute;
- A business or business association that provides adult education and literacy programs either on-site or off-site;
- A volunteer literacy organization;
- A work force board;
- A one-stop partner; and
- A consortium of entities listed above.

Local Education Providers were required to be members of an Adult Workforce Development Partnership to be eligible for this grant. In addition to the Adult Education Provider, a Workforce Development Partnership needed to include:
1. At least one Postsecondary Education or Training Provider. This includes, but is not limited to:
    - A state institution of higher education, junior college, or area vocational school;
    - An apprenticeship program;
    - An entity that provides accelerated education and skills training certificate programs;
    - An entity that operates programs through the manufacturing career pathway established by the State Board for Community Colleges and Occupational Education;
    - A community‐based workforce development program that is operated through the Colorado customized training program.
2. At least one Adult Workforce Development Provider including, but not limited to:
    - A work force investment program described in the "Colorado Work Force Investment Act," Part 2 of Article 83 of Title 8, C.R.S.; and
    - A program that is supported by the state workforce development council created in Article 46.3 of Title 24, C.R.S.

Applications were reviewed and scored by a review panel of experienced professionals. These scores informed funding decisions. Other funding considerations included funding priorities designated in statute or identified by the CDE program staff.   Final awards were made upon approval of the Colorado State Board of Education.

2014-2015 Grant Awards

In the 2014-2015 fiscal year, $875,727 was awarded to the AEL grantees. Funds were designated to nine three-year grants ($576,851) and four one-year grants ($298,876). See Appendix B for the list of grantees and Appendix C for a brief description of each program.

Adult Education and Literacy Three-year Grant Period: Each AEL grant award represented a three-year funding period. Award continuation funding is distributed annually contingent on the availability of state funds and a review of annual evaluation reports submitted by grantees in July. The continuation awards are approved dependent on demonstrating measureable progress in meeting program objectives, complying with assurances and cooperative agreements, and showing significant support to sustain the program past the funding period.

Adult Workforce Partnerships One year Grant Period: Each AWP grant award represented a one-year one-time funding period that will expire on June 30, 2016. Information regarding the outcomes of this funding will be provided in the 2016-17 annual report.

Service Area

The thirteen grantees (nine three-year grantees and four one-year grantees) represented seven community colleges, one technical college, one K-12 school district, and four community based organizations. This represents ten counties across Colorado and all five workforce regions.

Reporting Requirements

The authorizing legislation requires that an annual report on the AEL and AWP grants be submitted to the education committees of the state legislature by January 15, 2016. This report is intended to meet the statutory reporting requirements outlined in C.R.S. 22-10-105.

As stated in legislation, on or before May 1, 2015, each of the nine three-year grantees was required to submit an annual progress report to CDE. This progress report included the reporting and measurement of activities toward achieving the goals of serving adult learners and partnership development as specified in the goals of the grant description section earlier in this report. The template of this report can be found in Appendix D. Demonstration of adequate progress was determined through a formalized evaluation process at CDE. Each three-year grantee was required to provide data on the students enrolled in the AEL grant from January – April 2015, as well as provide data about partnerships and career pathways in their program. CDE staff checked for data quality and integrity. Quality assurance and integrity of the data submitted by grantees will continue to be improved through training and technical assistance.

Goal 1: Adult Learner Participation (3-year grant only)

Due to mid-year distribution of funding (January 2015) and a required reporting deadline of May 1, 2015, CDE collected learner participation data from grantees for the January 2015-April 30, 2015 timeframe. During this time, grantees reported enrolling a total of 393 adult learners. Of those 393, 69 percent were female and 31 percent were male. Most learners enrolled were Asian (49 percent) or White (25 percent). A breakout by race for AEL learners enrolled is included in **Table 1**.

Table 1: Adult Learners Enrolled by Ethnicity

Race	Male	Female	Total	Percentage
American Indian	7	5	12	3
Asian	56	135	191	49%
Black	5	19	24	6%

Hispanic	19	43	62	16%
White	31	67	98	25%
Two or More Races	2	4	6	2%
Total	120	273	393	100%

Source: Colorado Department of Education, AEL End-of-Year Reporting, 2014-15

Of the adult learners enrolled, 32 percent were employed at the time of enrollment while 36 percent were not employed, and 27 percent were not in the workplace. A breakout by Labor Force Status at enrollment is included **in Table 2**.

Table 2: Labor Force Status

	Number of students	Percentage
Employed	127	32%
Unemployed	141	36%
Not in the Workplace	104	27%
Unknown	21	5%
Total	393	100%

Source: Colorado Department of Education, AEL End-of-Year Reporting, 2014-15

Thirty-one percent of the learners enrolled had less than 12 years of education while 22 percent had no schooling. A breakdown of the education level of the students enrolled is included in **Table 3.**

Table 3: Highest Level of Education

	Number of students	Percentage
No Schooling	87	22%
Less than 12 years	123	31%
12 (no diploma)	75	19%
High school or Alternate Degree	47	12%
High School Equivalency Diploma	16	4%
Some College (no degree)	16	4%
College or professional degree	22	6%
Unknown	7	2%
Total	393	100%

Source: Colorado Department of Education, AEL End-of-Year Reporting, 2014-15

Of the adult learners enrolled, 55 percent completed their education outside of the US, 5 percent completed their education in the US but not in Colorado, and 40 percent received their education in Colorado. **Table 4** provides a breakout of the location where the learners completed their previous education.

Table 4: Education Completion Location

	Number of students	
Colorado	123	40%
U.S. Other State	16	5%
Outside the U.S.	169	55%
Total	308	100%

Source: Colorado Department of Education, AEL End-of-Year Reporting, 2014-15

Note: Data was optional to report. Therefore, totals do not equal total students enrolled.

Of the adult learners enrolled, 52 percent had previously attended an adult education and literacy program and been referred through that program, 32 percent were referred by another educational institution, and 28 percent were referred by family, friend, or neighbor. **Table 5** provides a breakout of referral information.

Table 5: Referral Information

	Number of students	Percentage
Family, Friend, neighbor	23	28%
Workforce center	8	10%
Vocational rehab	2	2%
Health/Human services	8	10%
Employer	6	7%
Community Assistance Agency	1	1%
Educational agency	26	32%
Court or corrections	3	4%
Printed ad or flyer	4	5%
Internet/Web	6	7%
Other	9	11%
Previously Attended	42	52%
Totals	81	100%

Source: Colorado Department of Education, AEL End-of-Year Reporting, 2014-15
Note: Data was optional to report. Therefore, totals do not equal total students enrolled.

Of the adult learners enrolled, 56 percent were low income, 15 percent were on public assistance, and 15 percent were single parents**. Table 6** provides a breakout of student status information at enrollment.

Table 6: Student Status

	Number of students	
Disabled	1	0%
Learning Disabled	8	2%
On Public Assistance	49	15%
Low Income	185	56%
Single Parent	42	13%
Dislocated Worker		0%
***Unknown**	44	13%
	329	100%

Source: Colorado Department of Education, AEL End-of-Year Reporting, 2014-15
Note: Data was optional to report and learners may meet multiple status points. Therefore, duplicate counts may exist and totals do not equal total learners enrolled.

Educational and employment gains measured by standardized tests, completions and employment between January 1, 2015 and April 30, 2015 were noted by grantees. **Table 7** describes these education and employment gains.

Table 7: Education/Employment Gains

	Number of students
Gains measured by standardized test	54
GED Completion	5
Training completion	19
Transitioned to postsecondary or skills training	17
Received workforce services	8
Entered employment	12

Source: Colorado Department of Education, AEL End-of-Year Reporting, 2014-15
Note: Data was optional to report. Therefore, totals do not equal total students enrolled

Goal 2: Collaborative Partnerships

The grantees reported partnerships with over 120 state agencies, community organizations and businesses that have helped them meet the unique needs of adult learners. Grantees consistently reported specific benefits of these partnerships including, but not limited to:

- Adult learner recruitment - workforce centers, human services agencies, and community based organization provide referrals to the adult education program;
- Funding sources – workforce centers and community based organization provide access to funding sources such as scholarships and childcare and transportation stipends;
- Transition support strategies - collaboration with post-secondary institutions to implement post-secondary transition strategies, including identifying appropriate college coursework;
- Job entry skills training - local workforce centers and other community based organizations provide the learners with job entry skills training such as resume and employment application writing and interview skills development;
- Employment resources – workforce centers provide access to job fairs and other employment opportunities and information related to occupation outlook ;
- Workplace experiences – industry partners provide opportunities for job shadowing, internships, and employment for adult learners;
- Job skills identification- industry partners provide specific information related to their employment needs, skills requirements, and product/service design. As a result, those needs are being addressed in the curriculum; and;
- Public awareness – partnerships provide access and exposure to local radio, television and print media.

In addition, all nine grantees reported success in the creation of local Program Advisory Boards. These boards serve to foster communication between local and regional partners and to leverage resources to meet the needs of adult learners.

Sustainability Strategy: Adult Career Pathways

In the spring and fall of 2015, CDE staff conducted site visits and provided professional development with all three-year grantees. Professional development was provided for three-year grantees to foster partnership development through the implementation of adult career pathways and connecting to regional industry sector strategies.

A career pathway is a series of connected education and training programs, work experiences, and student support services that enable individuals to secure a job or advance in a high demand industry occupation [3]. The career pathways concept offers strategies for overcoming workforce barriers by bringing together industries, community services, government agencies, community colleges, and adult education and literacy providers to identify, enroll, and prepare career-limited adults for high-demand career opportunities.

Based on the unique strengths and needs of adult learners, it is possible to group the elements of an effective adult career pathway into the following seven components:

1. Personal Needs
2. Academic Skills
3. Career Focus
4. Employability Skills
5. Career & Technical Skills
6. Job Entry Skills
7. Advanced Skills

A full description of each component and graphic can be found in *Appendix E*.

In order to provide sustainable services to adult learners, it is also necessary for programs to have a strong infrastructure in place that supports these services. According to US Department of Labor and Employment (2011), this infrastructure requires the following six key elements[4]:

1. Interagency Partnerships
2. Sector or Industry Engagement
3. Education and Training
4. Supportive Policies
5. Funding Sources
6. System Change and Performance Measurement

A full description of each element and graphic can be found in *Appendix F*.

Technical assistance focusing on sustainability through partnership development and implementation of career pathways was provided to grantees from CDE staff in two ways:
1. Through analysis of the services provided to learners using a common framework consisting of the seven components of an adult career pathway listed above; and
2. Through analysis of the infrastructure that supports these services using a common survey focused on the seven key elements of a career pathway infrastructure listed above.

This synthesis of these two analyses allowed grantees to:
- Document their current career pathways activities within the seven components framework and document their infrastructure in the key components of a local/regional career pathways system;
- Determine gaps in current career pathways activities and the supporting infrastructure; and
- Develop strategies to implement new and expand existing career pathways activities and the infrastructure supporting them.

The processes were intended to stimulate grantees' thinking about local/regional career pathways systems and the strategies that they can implement to facilitate learners' development of a career pathway.

Career Pathways Seven Components

Use of the seven components framework allowed for an analysis of the services that grantees collectively provide to adult learners in our state. As noted in **Chart 1**, the grantees reported evidence of providing services to adult learners in all of the seven categories with the highest percentage falling in the academic skills, career focus, and employability skills categories.

In addition, individualized programmatic analysis using the seven components framework has allowed each of the grantees to inventory services that they provide, identify gaps in services, and develop strategies for addressing those gaps.
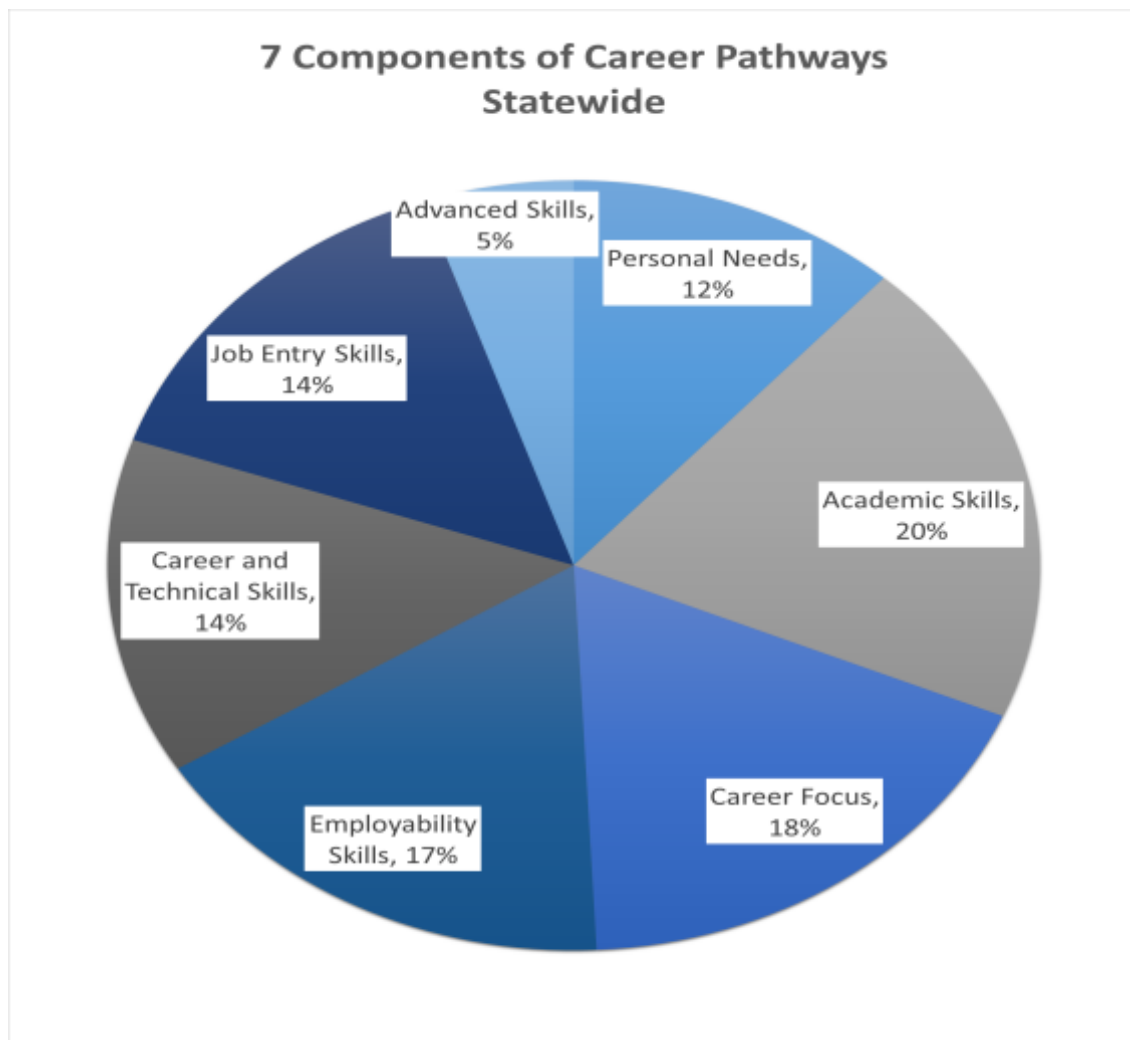
Chart 1: Collective Impact of Grantees
Source: Colorado Department of Education, AEL Seven Components of Career Pathways Reporting, 2014-15

Sustainability Strategy: System Infrastructure

Data collected through a Career Pathways Infrastructure survey allowed for an analysis of the foundation that supports the grantees and the services they provide. This analysis was done within the context of the seven key elements previously identified. Detailed results of that survey can be found in *Appendix G*.

Programs, in partnership with business and industry, have identified career pathways that target occupations and the credentials required for participants' placement into target populations. Specific activities and the number of programs that are engaged in those activities are identified in **Table 9.**

Table 9: Number of Programs Engaged in Sector or Industry Engagement Activities

	No Activity is Underway	Activity is Being Discussed	Activity is Underway	Activity Completed
1. Program has identified high-demand and growth industry sector (s) in the community or region.	0	1	0	**8**
2. Program has identified the types of projected jobs in the high-demand and growth industry sector (s) in the community or region.	0	2	1	**6**
3. Program has analyzed the education and skill needs of employers in the community/region.	0	2	3	**4**
4. Program has developed an outreach strategy to determine which employers to target and how to engage them in career pathways system activities.	1	3	4	**1**

Source: Colorado Department of Education, AEL Career Pathways System Infrastructure Survey, 2014-15

Grantees have identified health and wellness, advanced manufacturing, and energy/natural resources as the most common key industries on which they are focusing the implementation of career pathways. These industries align with sector initiatives within their regions. The identified industries and the number of programs who are developing pathways within them are shown in **Table 10.**

Table 10: Key Industries Identified in Programs

Answer Choices	Number of Grantees
Advanced Manufacturing	2
Creative Industries	1
Energy and Natural Resources	2
Health and Wellness	3
Infrastructure Engineering	1
Total	9

Source: Colorado Department of Education, AEL Career Pathways System Infrastructure Survey, 2014-15

Education and Training Services

In collaboration with partners, the grantees develop processes, procedures, and materials for the delivery of assessment, instruction, training, and support services that facilitate participants' development of a plan for a career pathway. Specific activities and the number of grantees that are engaged in them are identified in **Table 11.**

Table 11: Number of Programs Engaged in Education and Training Services

	No Activity is Underway	Activity is Being Discussed	Activity is Underway	Activity Completed
1. Adult basic education instruction is accelerated academically to prepare learners for placement in postsecondary credit courses or training.	1	1	3	**4**
2. Assessments are used to place adult basic education learners into accelerated instruction and to measure their college readiness. (Please list the assessments used below #8)	0	1	3	**5**

3. Adult basic education instruction is contextualized to incorporate applications from high-demand and growth occupations, as well as from postsecondary education.	1	2	2	**4**
4. Adult basic education instruction is articulated with postsecondary academic and career-technical training instruction.	0	2	3	**4**
5. Adult basic education instruction is accelerated in terms of duration to facilitate advancement into postsecondary education or employment.	0	2	3	**4**
6. Adult basic education program provides advising, counseling, and transition services to facilitate learners' movement to postsecondary education and training.	0	1	4	**4**
7. Adult basic education and postsecondary education staff work together to facilitate the transition of ABE learners to postsecondary education and	0	2	3	**4**
8. Professional development is provided to staff to support career pathways activities.	0	2	3	**4**
9. Adult basic education program helps learners prepare individualized career plans to guide their progression through an occupational pathway, which specify the education, training, and credentials they must complete to attain their goals.	0	2	3	**4**
10. Supportive services are available to learners including job placement services, career guidance, and financial aid counseling, especially during points of transition.	**0**	1	4	**4**

Source: Colorado Department of Education, AEL Career Pathways System Infrastructure Survey, 2014-15

Policies

Grantees, in collaboration with local and state partners, develop policies for conducting assessment; delivering instruction; providing advising, support, and referral services; participating in training and technical assistance; providing financial support to participants; and collecting, analyzing, and reporting data. The number of programs that are engaged in implementing policies are identified in **Table 12.**

Table 12: Number of Programs Engaged in Policy Implementation

	No Activity is Underway	Activity is Being Discussed	Activity is Underway	Activity Completed
1. Program has documented policies/guidance regarding learners' skill levels to be placed in accelerated instruction to prepare them for postsecondary participation.	1	2	1	**5**
2. Program has documented policies/guidance regarding learners' readiness to take a High School Equivalency exam or other secondary credentialing test.	2	0	2	**5**
3. Program has documented policies/guidance about the types or instructional approaches and/or instructional content to use to prepare learners for participation in postsecondary courses.	0	2	2	**5**
4. Program has documented policies/guidance about the types of advising that learners should receive to ensure their completion of the High School Equivalency exam or other secondary credential.	1	2	2	**4**
5. Program has documented policies/guidance about the types of activities that staff need to perform to assist learners to transition to postsecondary education or employment.	**0**	2	**3**	**4**

Source: Colorado Department of Education, AEL Career Pathways System Infrastructure Survey, 2014-15

Data

Grantees use data on participant background characteristics, attendance, learning gains, credential attainment, and employment to assess participants' progress and outcomes and to identify program practices and policies that can facilitate participants' attainment of career pathways outcomes. The number of programs involved in specific activities is shown in **Table 13.**

Table 13: Number of Programs Engaged in Data Use Activity

	No Activity is Underway	Activity is Being Discussed	Activity is Underway	Activity Completed
1. Program has identified the learner outcomes (e.g., program completion, credential attainment, job placement, wages, etc.) that will be measured to evaluate the success of the program's career pathways system.	0	2	2	**5**
2. Program has identified the data that need to be collected to document the learner outcomes that will be measured to evaluate the success of career pathways.	0	1	3	**5**
3. Program has established processes for collecting and sharing performance data to document learner outcomes, evaluate program success, and continuously improve the effectiveness of the various services in the program's career pathways system.	**0**	2	**4**	3

Source: Colorado Department of Education, AEL Career Pathways System Infrastructure Survey, 2014-15

Public Relations and Communication

Grantees, in collaboration with partners, provide messaging and ongoing communication with stakeholders and constituents about career pathways purposes, benefits, activities, and outcomes. The number of programs engaged in specific activities is shown in **Table 14.**

Table 14: Public Relations and Communications

	No Activity is Underway	Activity is Being Discussed	Activity is Underway)	Activity Completed
1. Program conducts public relations activities to disseminate information about career pathways with the community or region.	1	2	4	**2**
2. Program communicates with local/regional partners or other stakeholders about the goals, benefits, and outcomes from career pathways.	**1**	0	4	4

Source: Colorado Department of Education, AEL Career Pathways System Infrastructure Survey, 2014-15

Sustainability Summary

CDE takes specific steps to help sustain the efforts of the three-year grantees through program improvement and partnership development strategies such as career pathways implementation and system infrastructure strengthening addressed above. Additional strategies include allocating funding to professional development, supporting community partnerships, and providing training and technical assistance.

Adult Workforce Development Partnerships Advisory Board

As outlined in C.R.S. 22-10-106, the Adult Workforce Development Partnership Advisory Board was convened in the fall of 2014 to increase the collaboration efforts of the Office, the Department of Higher Education, the Department of Labor and Employment, the Colorado Community College System, other local education providers, other postsecondary education or training providers, and other workforce development providers in meeting the state's need for adult education and literacy programs and workforce development. A full membership list can be found in *Appendix I.*

The purpose of this group is twofold:
1) To increase the communication and collaboration among adult education and literacy programs, postsecondary education or training programs, and workforce development programs within the state; and
2) To discuss the state's workforce development needs and the levels of unmet need for adult education and literacy within the state, including identifying particular areas of the state with significant unmet adult education and literacy needs.

The board met regularly during the 2014-15 year. Agendas, notes, and minutes of these meeting can be found of the Adult Workforce Development Partnership Advisory Board website (http://www.cde.state.co.us/cdeadult/adultworkforcepartnershipsadvisorycommittee).

Conclusion

This report details the effectiveness of the AEL grant program during the 2014-15 funding cycle. The first six months of the funding cycle were spent developing processes for managing the grant program at CDE. Specific activities included hiring a Grant Manager to manage the grant program, developing and publicizing a Request for Funding Proposal (RFP), and creating processes for the awarding and managing of the competitive grants. Three-year grant awards were made to nine regionally dispersed grantees in January 2015 with the expectation that the remaining time in the funding cycle be used by grantees to build the foundation and partnerships necessary to achieve their expected goals for the remaining two years. In addition to meeting this expectation, the majority of the grantees reported serving adult learners as well. In total, the grantees enrolled 393 adult learners during the January 2015 – April 2015. Sixty-nine percent were female and 31 percent were male, and most were Asian (49 percent) or White (25 percent). While the majority of those enrolled were not employed upon enrollment, many demonstrated measurable gains in learning and employment in the first quarter of the grant period.

All of the grantees reported progress in securing the resources and identifying strategies to lay a sustainable foundation that will allow them to effectively serve adult learners. All nine grantees successfully hired additional staff to focus on outreach to potential learners, partnership development, and/or addressing the specific needs of these adult learners. In addition, grantees purchased equipment and other resources that have allowed them to successfully prepare adult learners for employment in the current workplace environment. Partnerships with over 120 state agencies, community organizations, and businesses have helped grantees meet the unique needs of adult learners. These collaborative partnerships are resulting in processes that identify and eliminate duplication of services and foster the leveraging of resources across agencies and organizations.

Technical assistance by the Office of Adult Education Initiatives staff has resulted in programs developing strategies for program improvement and partnership development through data-driven decision making. Through the use of common tools and processes developed by CDE, programs are finding an identity in the career pathways model and building sustainable programs that better serve adult learners.

For the 2014-15 year, grantees submitted their annual progress report and survey data directly to the Office of Adult Education Initiatives staff. This allowed the staff to check for data quality and integrity. However, there was missing demographic data if programs opted out of reporting specific information. For data collection purposes, there is currently a limitation in information management system functionality to allow for Adult Education and Literacy and Adult Workforce Partnership grantee data reporting. Currently, no funding is allocated to support the use of an information management system, limiting CDE's ability to analyze data in real time for student outcome and accountability purposes. In addition, an information management system would allow for leveraging of grantee data with federal adult education and literacy data to reduce redundancy and increase effectiveness and efficiency.

Given the amount of progress made by the grantees in developing sustainable strategies that enable them to serve a larger share of the state's eligible adult population, continued funding for the Adult Education and Literacy State Grant Program is a warranted investment. This investment ensures that more adults can reach and complete the next level of education and training, thus leading to better employment outcomes and

enabling more low-income, low-literacy adults to ultimately achieve economic self-sufficiency and build stronger communities

Appendices

Appendix A: C.R.S. Title 22, Article 10: Adult Education and Literacy Act of 2014.

22-10-102. Legislative declaration

The general assembly finds that:

(a) Increased educational attainment is a proven pathway out of poverty. In general, research shows that average annual earnings increase and unemployment rates decrease with each successive level of education or training that a person achieves.

(b) Postsecondary education and credential attainment are increasingly central to a person's ability to earn family-sustaining wages, participate more fully in Colorado's twenty-first-century workforce, and contribute to the state's economic health and vitality;

(c) Both nationally and in Colorado, projections indicate that by 2025, two-thirds of all jobs will require some level of postsecondary education or technical skill training;

(d) Colorado has a substantial "middle-skill gap" in its workforce. Middle-skill jobs require some postsecondary education or training but less than a four-year degree. These positions make up approximately forty-seven percent of the state's jobs, but only thirty-six percent of Colorado workers have the training necessary to fill them.

(e) Before Colorado can meet its workforce, educational attainment, and poverty-reduction goals, the state must address the need for adult education. A significant percentage of the state's working-age population lacks a high school diploma or its equivalent. Many of these individuals do not have basic literacy or numeracy skills and are unprepared for participation in postsecondary education and for participation in the twenty-first-century workforce.

(f) Effectively addressing the need for adult education requires the appropriation of state moneys to fund adult education and literacy programs that participate in workforce development partnerships. Although there are several postsecondary programs that focus on workforce development and skills acquisition, these programs typically assume that participants are or have been in the workforce in some capacity and have already attained a base level of literacy and numeracy. Adult education and literacy programs, however, are typically designed for adults who have been unable to enter the workforce in a meaningful capacity due to a lack of basic literacy and numeracy skills.

(g) In return for state investment in adult education and literacy programs, these programs must refocus their mission to ensure that more low-skilled, low-income adults not only attain the basic literacy and numeracy skills that they lack, but that they move as quickly as possible from skill acquisition to postsecondary credential attainment to employment; and

(h) Successfully refocusing the mission of adult education and literacy programs requires the active collaboration and coordination of a variety of state agencies and organizations that are involved in adult education and literacy, postsecondary education, training and credential attainment, workforce development, economic development, and human services.

(2) The general assembly finds, therefore, that it is in the best interests of the state to establish an adult education and literacy grant program to provide state funding for public and private nonprofit adult education and literacy programs. Investing in these programs will enable them to serve a larger share of the state's eligible adult population and ensure that more adults can reach and complete the next level of education and training, thereby leading to better employment outcomes that enable more low-income, low-literacy adults to ultimately achieve economic self-sufficiency.

22-10-103. Definitions

As used in this article, unless the context otherwise requires:

(1) "Adult education and literacy programs" means programs that provide adult basic education, adult education leading to a high school equivalency credential, English as a second language instruction, or integrated basic education and skills training.

(2) "Department" means the department of education created and existing pursuant to section 24-1-115, C.R.S.

(3) "Eligible adult" means a person who:

(a) Is at least seventeen years of age;

(b) Is not enrolled in a public or private secondary school; and

(c) (I) Lacks a high school diploma or its equivalent; or

(II) Is in need of English language instruction; or

(III) Lacks sufficient mastery of the basic literacy and numeracy skills necessary to enable the person to function effectively in the workplace.

(4) "English language instruction" means instruction that is designed to assist a person with limited English proficiency to achieve competence in the English language, thus allowing the person to understand and navigate governmental, educational, and workplace systems.

(5) "Grant program" means the adult education and literacy grant program created in section 22-10-104.

(6) "Literacy" means a person's ability to read, write, and speak English at levels of proficiency that are necessary to function on the job and in society, achieve the person's goals, and develop the person's knowledge and potential.

(7) "Local education provider" means one of the following entities that the department recognizes as providing appropriate and effective adult education and literacy programs:

(a) A secondary or postsecondary, public or private, nonprofit educational entity, including but not limited to a school district, charter school, board of cooperative services, state institution of higher education, junior college, and area vocational school;

(b) A community-based, nonprofit agency or organization;

(c) A library;

(d) A literacy council or other literacy institute;

(e) A business or business association that provides adult education and literacy programs either on-site or off-site;

(f) A volunteer literacy organization;

(g) A work force board, as defined in section 8-83-203, C.R.S., that oversees a work force investment program described in the "Colorado Work Force Investment Act", part 2 of article 83 of title 8, C.R.S.;

(h) A one-stop partner, as described in section 8-83-216, C.R.S., under the "Colorado Work Force Investment Act", part 2 of article 83 of title 8, C.R.S.; or

(i) A consortia of entities described in this subsection (7).

(8) "Numeracy" means a person's ability to compute and solve mathematical problems at levels of proficiency that are necessary to function on the job and in society, achieve the person's goals, and develop the person's knowledge and potential.

(9) "Office" means the office within the department that is responsible for adult education.

(10) "State board" means the state board of education created in section 1 of article IX of the state constitution.

(11) (a) "Workforce development partnership" means a collaboration that assists adults in attaining basic literacy and numeracy skills leading to additional skill acquisition, postsecondary credentials, and employment. At a minimum, a workforce development partnership must include at least one local education provider, at least one postsecondary education or training provider, and at least one workforce development provider.

(b) For purposes of this subsection (11), a postsecondary education or training provider includes, but need not be limited to:

(I) A state institution of higher education, junior college, or area vocational school;

(II) An apprenticeship program;

(III) An entity that provides accelerated education and skills training certificate programs created pursuant to part 9 of article 60 of title 23, C.R.S.;

(IV) An entity that operates programs through the manufacturing career pathway pursuant to part 10 of article 60 of title 23, C.R.S., or another career pathway pursuant to section 24-46.3-104, C.R.S.; and

(V) A community-based workforce development program that is operated through the Colorado customized training program created in section 23-60-306, C.R.S.

(c) For purposes of this subsection (11), a workforce development provider includes, but need not be limited to:

(I) A work force investment program described in the "Colorado Work Force Investment Act", part 2 of article 83 of title 8, C.R.S.; and

(II) A program that is supported by the state work force development council created in article 46.3 of title 24, C.R.S.

22-10-104. Adult education and literacy grant program - created - rules

 (1) (a) There is created in the office the adult education and literacy grant program to provide funding for local education providers that are members of workforce development partnerships through which eligible adults receive basic education in literacy and numeracy that leads to additional skills acquisition, postsecondary credential attainment, and employment.

(b) A local education provider may apply to the office to receive a grant pursuant to this article in accordance with the rules, procedures, forms, and timelines adopted by the state board. The office shall review each application and recommend appropriate grant recipients to the state board.

(c) Subject to available appropriations, the state board, taking into consideration the recommendations of the office, shall award adult education and literacy grants to local education providers. The grants awarded are payable from appropriations from the general fund and from the adult education and literacy grant fund created in section 22-10-107. The state board shall establish the amount and duration of each grant awarded and may award a grant for multiple fiscal years, subject to annual renewal. A grant recipient that receives a multi-year grant must annually submit to the office the necessary information to determine whether the grant recipient is making sufficient progress toward achieving the goals of the adult education and literacy program that were specified in the grant application. If the office finds that a grant recipient is not making sufficient progress toward achieving the goals, the state board shall not renew the grant for subsequent fiscal years.

(d) A local education provider may use grant moneys received pursuant to this article in combination with any moneys received from other public or private sources. A local education provider may use grant moneys received pursuant to this article on behalf of a student who is enrolled in or has completed the adult education and literacy program and is receiving training from a postsecondary education or training provider or from a workforce development provider that participates in the workforce development partnership with the local education provider.

(2) The state board, in accordance with the "State Administrative Procedure Act", article 4 of title 24, C.R.S., shall promulgate rules to implement the grant program, which rules must include:

(a) The time frames for submitting applications, reviewing applications, and awarding grants;

(b) The grant application requirements. At a minimum:

(I) Each applicant must demonstrate that it is an active member of a workforce development partnership through which students receive basic education in literacy and numeracy that leads to additional skills acquisition, postsecondary credential attainment, and employment; and

(II) Each application must specify the measurable goals of the adult education and literacy program that the applying local education provider expects to achieve using the grant moneys;

(c) Any factors in addition to those listed in subsection (3) of this section that the office may consider in recommending grant recipients to the state board and that the state board may consider in awarding grants;

(d) The basis for establishing the amount and duration of each grant;

(e) The information that each grant recipient must submit to the office to evaluate the recipient's use of the grant and to prepare the report required in section 22-10-105; and

(f) Any additional rules that the state board finds are necessary to implement the grant program.

(3) The office, in evaluating grant applications, and the state board, in awarding grants, may consider, at a minimum, the following factors:

(a) The percentage of eligible adults expected to be enrolled in the adult education and literacy programs funded by the grant who are members of minority groups;

(b) The percentage of eligible adults in the area to be served using grant moneys who do not have high school diplomas or the equivalent and who are not currently enrolled in adult education and literacy programs;

(c) (I) The percentage of eligible adults expected to be enrolled in the adult education and literacy programs funded by the grant who are receiving either state or federal public assistance; or

(II) The percentage of eligible adults in the area to be served who are unemployed workers; and

(d) The demonstrated success of the local education provider in enabling adults to attain basic literacy and numeracy skills and in assisting them, through collaboration with postsecondary education or training providers and workforce development providers, to achieve additional skills attainment, postsecondary credential attainment, and employment.

22-10-105. Evaluation of grants - report

(1) (a) The office shall annually review the information received from adult education and literacy grant recipients to evaluate the effectiveness of the programs that receive grants in meeting the goals set for the programs in the grant applications. The office shall report its conclusions to the state board for purposes of evaluating ongoing grants.

(b) The department may audit the records and accounts of grant recipients relating to grants awarded pursuant to this article. A local education provider shall make the records and accounts available to the department upon request.

(c) Upon completing an adult education and literacy program funded, in whole or in part, by a grant awarded pursuant to this article, a local education provider shall report to the department the same information concerning the state-funded program as is required by Title II of the federal "Workforce Investment Act of 1998", as amended, 20 U.S.C. sec. 9201 et seq., for federally funded programs. The department may request such additional information as may be required by rule of the state board.

(2) (a) The office shall prepare an annual report concerning the grant program that, at a minimum, addresses the use, allocation, and outcomes of the grant moneys, including the effectiveness of each program that receives a grant and the continuing level of unmet need for adult education within the state. In evaluating program outcomes, the office may consider, but need not be limited to considering, student participation, completion,

educational attainment, employment, and poverty-reduction data and analysis. The report must also include an overview of the collaboration efforts of the office, the department of higher education, the department of labor and employment, the community college system, other local education providers, other postsecondary education or training providers, and other workforce development providers in meeting the state's need for adult education and literacy programs and workforce development.

(b) The office shall submit the report to the governor's office; the state board; the joint budget committee of the general assembly; the education committees of the senate and the house of representatives, or any successor committees; the business, labor, and technology committee of the senate, or any successor committee; and the business, labor, economic, and workforce development committee of the house of representatives, or any successor committee. The office shall also post the report on the department's web site for public viewing.

22-10-106. Adult education and literacy - workforce development - meetings

 (1) The office shall convene periodic meetings of representatives of, at a minimum, the department of higher education, the department of labor and employment, the community college system, other local education providers, other postsecondary education or training providers, and other workforce development providers to discuss, at a minimum:

(a) Ways to increase the communication and collaboration among adult education and literacy programs, postsecondary education or training programs, and workforce development programs within the state; and

(b) The state's workforce development needs and the levels of unmet need for adult education within the state, including identifying particular areas of the state with significant unmet adult education needs.

22-10-107. Adult education and literacy grant fund - created - repeal

(1) (a) There is created in the state treasury the adult education and literacy grant fund, referred to in this section as the "fund", consisting of any moneys received by the department pursuant to subsection (2) of this section.

(b) The moneys in the fund are subject to annual appropriation by the general assembly to the department for the direct and indirect costs associated with implementing this article.

(c) Notwithstanding any provision of this article to the contrary, the department, the office, and the state board are not required to implement the provisions of this article unless the general assembly appropriates sufficient state moneys to the fund to offset the costs of implementing the article.

(d) The state treasurer may invest, as provided by law, any moneys in the fund not expended for the purpose of this article. The state treasurer shall credit all interest and income derived from the investment and deposit of moneys in the fund to the fund. Any unexpended and unencumbered moneys remaining in the fund at the end of a fiscal year must remain in the fund and shall not be credited or transferred to the general fund or another fund.

(e) (I) Notwithstanding the provisions of paragraph (d) of this subsection (1), the treasurer shall transfer to the general fund any of the moneys appropriated to the fund by the general assembly that are unexpended and unencumbered and remain in the fund as of June 30, 2015.

(II) This paragraph (e) is repealed, effective July 1, 2016.

(2) The department may receive and expend gifts, donations, or grants of any kind from any public or private entity to carry out the purposes of this article, subject to the terms and conditions under which given; except that the department shall not accept a gift, donation, or grant if the conditions attached to the gift, donation, or grant require the use or expenditure of the gift, donation, or grant in a manner contrary to law. The department shall transmit to the state treasurer any gifts, donations, or grants received pursuant to this subsection (2), and the state treasurer shall credit these amounts to the fund. Implementation of the grant program is not conditioned on the receipt of gifts, donations, or grants pursuant to this subsection (2).

Appendix B: 2014-2015 Grantees

Adult Education and Literacy Three-Year Grantees

Lead LEA	County	Region	Partners	Funding Year 1 Amount
Aims Community College	Weld	North Central	Targeted Tactics LLC, Goodwill Industries of Denver, Centennial BOCES, Employment Services of Weld County	$22,269
Asian Pacific Development Center	Arapahoe/ Douglas	Metro	Goodwill Industries of Center, Community College of Aurora	$50,000
Community College of Denver	Denver	Metro	Denver Office of Economic Development	$46,112
Colorado Northwestern Community College	Moffet	Northwest	Colorado Workforce Center, Community Budget Center, Bridges out of Poverty	$90,547
Community College of Aurora	Arapahoe/ Douglas	Metro	CCA Center for Workforce Development, Arapahoe/Douglas Works!, Adams County Workforce and Business Center, The Learning Source, Children's Hospital of Colorado, CU Denver (Anschutz Medical Campus, Community-Campus Partnership)	$17,179
Emily Griffith Technical College	Denver	Metro	Denver Office of Economic Development, EGTC Career and Technical Education Programs, EGTC Adult Education and Language Learning Center	$68,868
Mile High Youth Corps and RiseUP Community School	Denver	Metro	Denver Office of Economic Development, Community College of Denver	$60,000
Northeastern Community College	Logan	Northeast	NJC Adult Education and Family Literacy, Sterling Workforce Center	$70,708
Unlimited Learning Center	Montezuma	Southwest	Utah State University-Eastern, San Juan College	$151,177
Total				**$576,860**

Adult Workforce Partnership One –Year Grantees

Lead LEA	County	Region	Partners	Funding Amount
Colorado Mountain College	Mesa	North Central	Colorado Mountain College (CMC), Valley Settlement Project (VSP), Colorado Workforce Center in Glenwood Springs (COWFC-GWS)	$80,220
Colorado Springs District 11	El Paso	Central	Pikes Peak Community College, Pikes Peak Workforce Center	$75,661
Durango Education Center	Durango	Western	Durango Education Center, Southwest Colorado Community College/Pueblo Community College, Durango Workforce Center, The Training Advantage	$82,540
Pueblo Community College	Pueblo	Southern	South Central BOCES, Pueblo/Upper Arkansas Workforce, Pueblo County Department of Human Services, Project Access – Catholic Charities	$60,455
Total				**$298,876**

Appendix C: Program Summaries by Type

Adult Education and Literacy Three-Year Grantees

Aims Community College
Year of 3-year grant: 1 FY15 Award Amount: $22,269
Contact: Marsha Harmon
Phone: 970-339-6390
Email: marsha.harmon@aims.edu
Address: PO Box 69, Greeley, CO 80632

Partners: Targeted Tactics LLC, Goodwill Industries of Denver, Centennial BOCES, Employment Services of Weld County

Program Description:

Aims Community College in Greeley, Colorado proposes to implement a 3-year program (Jan. 2015 - June 2017) through the Adult Education and Literacy Grant with the overarching goal of increasing the number of low-income, low-literate adults attaining their literacy and numeracy skills needed to join the workforce and be successful in obtaining a self- sufficiency wage. It is a partnership between the College, Employment Services of Weld County, Goodwill Industries of Denver, Centennial BOCES and Targeted Tactics, LLC.

The program will identify and recruit eligible adults from the underserved Greeley area, assess their literacy and numeracy skills and create an individualized plan of action with the long-term goal of being postsecondary and workforce ready.

The objectives of the program to be implemented by Aims Community College are: (1) the program will identify, select and enroll in this program 40 eligible adults per year (20 for the first fiscal year, as it is 6 months of actual activities); (2)50 percent of the participants will have earned a high school equivalency diploma within 12 months of enrollment; (3) the program will provide career readiness instruction to 100 percent of the enrolled population; (4) 30 percent of the participants will enroll in postsecondary education courses within 1 year of program completion; and (5) 70 percent of the participants will receive employment within 6 months of program completion.

The estimated number of students served in this grant is 100 with an overall budget of $99,786.

Asian Pacific Development Center
Year of 3-year grant: 1 FY15 Award Amount: $50,000
Contact: Michaely Rosas
Phone: 303-923-2924
Email: michaelyr@apdc.org
Address: 1537 Alton Street, Aurora, CO 80010

Partners: Goodwill Industries of Denver, Community College of Aurora

Program Description:

The Asian Pacific Development Center (APDC) proposes the Paths to Self-Sufficiency program, a strategic Adult Workforce Partnership with Goodwill Denver and Community College of Aurora's Center for Workforce Development. Through this collaborative program, the partners will serve 200 low-income, low-literacy refugee and immigrant adults residing in the city of Aurora. This population presents a unique need for English as a Second Language (ESL), adult basic education (ABE) and workforce development services.

As the leader of the Paths to Self-Sufficiency program, APDC will engage participants and connect them to resources within its own facility as well as its partners' facilities. The curriculum will be designed to provide a continuum of services that are flexible to the needs of each individual participant. Participants will work with a coordinator to design their own individual goal plans based on their current education and literacy levels, their scheduling and financial needs, and their employment goals. APDC will provide multi- level ESL and ABE classes that facilitate student progress, and based on students' individual plans, will connect them to high school equivalency preparation, provided by CCA, as well as workforce skills training specifically tailored to the refugee/immigrant population, provided by Goodwill. The partners will work together to ensure the services are well integrated, culturally competent and supportive of students throughout their time in the program.

Ultimately the program aims to improve employment, citizenship and life outcomes for Aurora's immigrant and refugee population, so they can enjoy the abundant opportunity this growing city has to offer. Each of the partners demonstrates its commitment to serving low-literacy, low-income adults in the Aurora area. Together, they will strive to strengthen self- sufficiency within the refugee/immigrant population, ensuring participants are able to acquire valuable skills, attain postsecondary credentials and secure employment so they are thriving members of the Aurora community.

Community College of Denver
Year of 3-year grant: 1 FY15 Award Amount: $46, 112
Contact: Glenda Sinks
Phone: 303-556-2774
Email: glenda.sinks@ccd.edu
Address:
Campus Box 250, PO Box 173363, Denver, CO 80217

Partners: Denver Office of Economic Development

Program Description:
Individuals who lack a high school diploma are 2 to 3 times more likely to earn income below the federal poverty guidelines. Changes to federal financial aid (Pell) eligibility in 2012 disqualified individuals with no high school (equivalency) diploma. These changes to Pell severely limit the post-secondary options for individuals with no high school equivalency or high school diploma. Individuals who are significantly academically underprepared also face barriers to pursuing postsecondary credentials leading to sustainable wages. This initiative proposed by the Community College of Denver(CCD) is primarily targeted at these groups-individuals needing a high school equivalency diploma and/or in need of adult basic education to move to the next level of vocational training and employment. Academically underprepared students who must spend a lengthy period of time in remediation prior to taking college level course often don't ever begin college courses.

The proposed project design is intended address this issue by placing students in either high school equivalency or adult basic education through the CCD Foundational Skills Institute (FSI) and simultaneously in college level classes in a career and technical education (CTE) certificate program. The material covered in FSI will support students academically in the CTE course, through contextualization of lessons, study skills development, reading support and test preparation.

For the proposed project, certificate options will be offered in office support and welding. CCD has stackable certificates in each of these areas so that students may earn a short certificate of 16-18 credits that will increase their employability, with the option in the future to build on their skills by applying the college credits earned to additional credentials, including higher level certificates, up to associate degrees. This is a pilot project and additional certificate options may be added in the future.

As the local Education Provider, CCD FSI is accustomed to monitoring and evaluating the adult education program under AEFL funds. Funds requested will not supplant any funding currently being used on workforce preparation activities. Community College of Denver requests $224,975 over a period of three years for this project.

Colorado Northwestern Community College
Year of 3-year grant: 1 FY15 Award Amount: $90,547
Contact: Donna Theimer
Phone: 970-824-1111
Email: donna.theimer@cncc.edu
Address: 2801 West 9th Street
Craig, CO 81625

Partners: Colorado Workforce Center, Community Budget Center, Bridges out of Poverty

Program Description:
Moffatt County occupies a remote, rural section of Northwest Colorado. Energy extraction dominates the economy and provides the highest paying jobs. The Craig community has a very good hospital, well-staffed and well-regarded in the region, as well as the Craig Campus of Colorado Northwestern Community College. CNCC provides general and Career Technical education courses leading to various AA, AAS, certificates and degrees.

CNCC has engaged the Workforce Center, the Community Budget Center, Bridges Out of Poverty, Love Inc., and the Department of Social Services as partners in the effort to serve undereducated individuals. Individuals who will benefit from high school equivalency, life and coping skills, job development skills, basic math, reading, and writing skills, as well as self-esteem and confidence building.

The partnership is built on the foundation that working together to provide the support systems and resources that those in low-income, low-wage, and minimal education need to move into self-sufficiency. This partnership is built on a collaboration of support, education, and jobs to make the future positive for all of its citizens.

Community College of Aurora
Year of 3-year grant: 1 FY15 Award Amount: $17,179
Contact: Joyce Benson-Fox
Phone: 303-340-7043
Email: joyce.benson-fox@ccaurora.edu
Address: 16000 East Center Tech Parkway
Aurora, CO 80011

Partners: CCA Center for Workforce Development, Arapahoe/Douglas Works!, Adams County Workforce and Business Center, The Learning Source, Children's Hospital of Colorado, CU Denver (Anschutz Medical Campus, Community-Campus Partnership)

Program Description:

With the announcement in 1995 of the closure of the Fitzsimons Army Medical Center, the City of Aurora began to envision the transformation of that campus into a nationally recognized health and bioscience research hub. In 1996, when the University of Colorado Health Sciences Center announced plans to relocate its operations from Denver to the former Fitzsimons site, the initial pieces of that vision started to come together. Today, the Anschutz Medical Campus, hosting Children's Hospital of Colorado, University of Colorado Hospital, University Physicians, Inc. and the University of Colorado's health science academic programs and research centers, with a new Veterans Affairs Medical Center under construction, is a reality.

Recognizing that community health is intimately tied to individual health, in 2013 the University of Colorado/Anschutz Medical Campus, with support from the other campus institutions and the Denver Foundation, launched the Community-Campus Partnership. The Partnership is charged with building connections and fostering a synergistic relationship between the campus and the surrounding community to improve health and quality of life. The grant proposal that follows -which unites the Community College of Aurora, the Community-Campus Partnership, Children's Hospital of Colorado, Arapahoe/Douglas Works!, Adams County Workforce and Business Center and The Learning Source as partners - is the first step toward one essential component of this community-campus connection, that is, bridging the employment and economic self-sufficiency goals of Aurora residents and the hiring needs of Campus employers.

The proposed project centers around a 10-week integrated basic education and workforce skills training program designed to prepare Aurora residents for entry-level healthcare jobs and to establish them on career paths toward higher-paying job opportunities in the burgeoning healthcare industry. Children's Hospital and the Greater Metro Denver Healthcare Partnership guided the focus for the workforce skills included in the initial program design, and identified target entry-level positions that are in high-demand and potential career paths associated with those positions. Additional employers will be engaged over time. 180 Aurora residents will be served over the course of the project.

Emily Griffith Technical College
Year of 3-year grant: 1 FY15 Award Amount: $68, 868
Contact: Linda Van Doren
Phone: 720-423-4751
Email: linda.vandoren@emilygriffith.edu
Address: 1860 Lincoln Street
Denver, CO 80203

Partners: Denver Office of Economic Development, EGTC Career and Technical Education Programs, EGTC Adult Education and Language Learning Center

Program Description:

Since inception in 1916, Emily Griffith Technical College (EGTC) has offered middle-skills jobs programs to students from all walks of life in downtown Denver. EGTC has among the largest English as a Second Language (ESL) and Adult Secondary Education (ASE) or high school equivalency preparation programs in the state. The school also has nearly 50 career and technical education (CTE) programs in areas such as healthcare, computers, manufacturing, construction, and sales and service.

Nearly half of the students in EGTC's pre-college and CTE programs are non-native English speakers. While these students are among the most at-risk for self-sufficiency, they are often the best fit to fill middle skill jobs, since many worked in these areas in their countries of origin. Many have limited and interrupted formal education, and lack skills to be successful in the workforce. It is through EGTC's pathway programs that these students are able to enroll in the school's CTE programs to receive training for better prospects for good jobs. These students initially come to EGTC for (ESL) or high school equivalency instruction. However, by providing specialized programming, student advising and support services, these low-income, low-literacy adults are able to master basic literacy and numeracy skills to access CTE training programs, then gain employment. This grant request is to support two specific pathways programs with proven success at EGTC that target these at-risk students who are motivated to advance beyond basic education programs.

The two programs seeking funding are the school's successful Vocational Transitions program and the Emily's Coffee training program. In collaboration with the Office of Economic Development (OED) other departments in the school, such as advisement and financial aid, area employers, and voluntary agencies that help resettle refugees, each program has outcomes of paths to CTE programs and/or to employment.

Student advising, career counseling and job development in the community are critical components for both programs to ensure student success in post-secondary education and entrance into the workforce.

Mile High Youth Corps and RiseUP Community School
Year of 3-year grant: 1 FY15 Award Amount: $60,000
Contact: Eliska Champagne-Veselka
Phone: 303-433-1206
Email: eliskacv@mhyc.net
Address: 1801 Federal Boulevard
Denver, CO 80204

Partners: Denver Office of Economic Development, Community College of Denver

Program Description:

Founded in 1992, Mile High Youth Corps (MHYC) employs, educates and trains over 150 youth each year. Our program provides on-site vocational training, coupled with an earned stipend, secondary schooling and an AmeriCorps education award, which can be put towards post-secondary education or continued career training. We have a history of success with large-scale grants at the city, state, and federal level, including a multi-site AmeriCorps grant from Serve Colorado, a Department of Labor YouthBuild grant, and a Denver Office of Economic Development (OED) Public Services grant.

The YouthBuild program is designed specifically to develop vocational skills for low-income young people while providing educational opportunities; our program participants spend the majority of their time learning construction techniques and building low-income housing units. The remaining time is spent working towards achieving a high school diploma, with on-site classes for all participants in the RiseUp Community School. In addition to covering high school curricula, these educational classes also incorporate training in leadership development, civic engagement, life skills, and career readiness, preparing low-income, low-literacy adults with the tools they need to be successful in the workforce.

Northeastern Junior College
Year of 3-year grant: 1 FY15 Award Amount: $70,708
Contact: Leslie Helfer
Phone: 970-521-6761
Email: leslie.helfer@njc.edu
Address: 100 College Avenue
Sterling, CO 80751

Partners: NJC Adult Education and Family Literacy, Sterling Workforce Center

Program Description:

The Northeastern Junior College Adult Education and Family Literacy program, a 3-year program to strengthen and enhance college and workplace pathways, will serve 148 students throughout the grant period by creating the "Learn to Earn" project.

The "Learn to Earn" project is based on a model of concentrated cohort instruction that is designed to guide students along a career or educational pathway. At the completion of each semester, students will take a follow-up assessment to measure academic progress to determine advancement into the next level with their pathway. In conjunction with the pathways program, we will offer students the services of a fulltime College and Career Navigator who will walk each step with them as they move themselves along the pathway toward self-sufficiency.

At the beginning, students meet with an academic advisor to declare an employment or college pathway; then placement in each pathway is based on academic skill as measured by a standardized test, and students advance through levels as determined by attendance and progress assessment scores. Alongside our cohort model will be our College and Career Navigator who will advise and counsel students throughout their advancement on the college or workplace pathway. The College and Career Navigator will be responsible for identifying barriers students have entering employment and academic settings while working with them to remove these barriers

by conducting mock interviews to prepare students for interviews they may experience entering into the workplace, and providing additional counseling support outside the cohorts. With intensive counseling, employer partnerships and rigorous instruction, it is anticipated that 148 students will secure employment or advance into postsecondary education and training throughout the duration of the 3-year project. Ultimately, this model will allow students to grow as a group, build self-discipline, improve persistence and increase self-awareness while gaining the necessary skills needed to enter the workplace or succeed in postsecondary education.

Unlimited Learning
Year of 3-year grant: 1 FY15 Award Amount: $151,177
Contact: Ann Miller
Phone: 970-565-1601
Email: ann.miller@ulcortez.org
Address: 33 North Chestnut
Cortez, CO 81321

Partners: Utah State University-Eastern, San Juan College

Program Description:

Unlimited Learning, Inc. (UL, Inc.) will be partnering with Pine River Community Learning Center (PRCLC) in Ignacio, CO; Montrose County School District Adult Education in Montrose, CO; Colorado Workforce Centers in each county; Utah State University-Eastern Campus, Blanding, UT; and San Juan College School of Energy, Farmington, NM to implement an innovative STEM Prep project in southwest Colorado and the Western Slope.

The counties served are Montezuma (including residents from the Ute Mt. Ute and Navajo Reservations), Dolores, eastern La Plata (including the Southern Ute Reservation), and Montrose. A total of 450 low-income, low-literacy residents will be recruited from these four counties. They will be provided with various opportunities for adult education classes, post-secondary skills training, workforce prep activities and eventual employment for many of the 200 total project completers.

The STEM Prep initiative will implement leading edge, research-based strategies to prepare multi-cultural, at-risk adults for entry into training or jobs in STEM careers, specifically those in the oil and gas, and healthcare industries. These employment sectors are vital to the economic health of our region.

STEM Prep will offer tailored instruction to students through Rapid Learning Stations (RLS). Students will complete STEM-related lab experiments, along with related academic online and offline activities, designed to prepare them to succeed when they enter STEM college training or employment with very high-demand employers in the region. Digital technology (live, video instruction and interaction; online, interactive learning; and computer applications) will play a central role in the project and provide ideal vehicles of communication among students and their coaches, and program personnel in each program.

Adult Workforce Partnership One –Year Grantees

Colorado Mountain College
FY15 Award Amount: $82,540
Contact: Edward Chusid
Phone: 970-947-8347
Email: echusid@coloradomtn.edu
Address: 802 Grand Avenue, Glenwood Springs, CO, 81601

Partners: Colorado Mountain College (CMC), Valley Settlement Project (VSP), Colorado Workforce Center in Glenwood Springs (COWFC-GWS)

Program Description:

The overall goal of this project is to allow more low-skills and low-education individuals the opportunity to eventually access sustainable wage careers in the Roaring Fork Valley. This project will focus on expanding the capacity of local education providers to support the core foundational knowledge necessary for long-term career development and to strengthen the pathways leading to two high-demand careers in the region, bilingual Personal Care Assistants (PCA) and bilingual Certified Nursing Assistants (CNA).

Project Goals:

• Expand Adult Basic Education for Immigrant Populations –expand successful Adult Basic Education programs boost its enrollment numbers and assist immigrant workers attain the core foundation skills necessary to begin the path to a career that pays a self-sufficient wage.

• Expand Computer Job Skills Workshop (CJSW) offerings expand CJSWs to increase both the number of workshops offered and also to increase the total enrollment per workshop.

• Develop CJSW collaboration and integration –develop new delivery means/outreach strategies to increase the cross- enrollment of VSP Adult Basic Education participants in the CJSWs and cross-integration of curriculum and applicability between both programs.

• Develop a Spanish version of CJSW programs –develop a Spanish language version of the successful Computer Job Skills Workshop.

• Expand Neighborhood Navigators Outreach Program –expand its current connection to the immigrant community and will work to bring these potential workers out of isolation and connect them with support opportunities.

• Enhance and Strengthen the ABE to PCA to CNA Pipeline –collaborate to take the currently successful pipeline from Adult Basic Education (ABE) to the Personal Care Assistant (PCA) to the Certified Nursing Assistant (CNA) sustainable career pathway.

• Enhance Participant and Cross-Service Delivery Collaboration –develop a shared participant tracking system to ease entry between the components for immigrant adult learners.

• Develop PCA/CNA employee alliances and prospects database –cultivate additional employment prospects for successful PCA/CNA program graduates and develop a database of employment possibilities in this field.

• Expand Career Ready 101 Testing –increase the number of free Career Ready 101 Testing opportunities available for adult workers within the region.

• Deploy Spanish Language WorkKeys Testing Software –acquire, deploy, and using a Spanish version of the WorkKeys software system to allow immigrant adult learners and potential workers who are building their English skills an opportunity to be more accurately tested and placed in potential self-sustaining career opportunities.

• Develop Enhanced Successful Outcomes Tracking –develop more robust tracking procedures to better determine outcomes from this partnership.

Colorado Springs District 11
FY15 Award Amount: $75,661
Contact: Melissa Burkhardt-Shields
Phone: 719-520-2000
Email: melissa.burkhardt-shields@d11.org
Address: 1115 N. El Paso St. Colorado
Springs, CO 80903

Partners: Pikes Peak Community College, Pikes Peak Workforce Center

Program Description:

In partnership with Pikes Peak Community College (PPCC), Pikes Peak Workforce Center (PPWFC) and local industries, Colorado Springs School District 11's Adult and Family Education (AFE) program will collaborate on a Door-2-Door Workforce initiative to produce a seamless secondary to post-secondary to employment Career Success Plan that improves 60 student and worker's literacy and numeracy skills aligned with the requirements of entry level manufacturing and construction positions and employers in El Paso and Teller counties.

The target population of this Door-2-Door Workforce initiative in manufacturing and construction are AFE Adult Basic and Adult Secondary Education (ABE) grade level equivalent 4.0- 12.0 and second language speakers ranging from ESL leve1 4-6, as well as ABE Level 4.0 -8.0. Over 130 students from the AFE program are eligible and positioned to be successful in the education to employment Door-2-Door Workforce Initiative. From that population, 36 percent self- identified as receiving Public Assistance, 32 percent are low income, 76 percent have no high school diploma or high school equivalency and 100 percent had/have either literacy or numeracy skills below a 12th grade level. Of the AFE low income population (44 students), 15 are single parents. Sixty-two students from the second language speakers are eligible and positioned to be successful in the manufacturing/construction focused Bridge Classes or ESL Workplace English programs. From that population, 17 percent reported receiving Public Assistance, 19 percent were low income, 56 percent had no high school diploma or equivalency credential and 100 percent had either literacy or numeracy skills below 12th grade level. Out of the second language speakers low income population (12 students), 5 were single parents. Currently, 40 percent of the adults enrolled in D11's AFE program are unemployed, with the majority of the employed adults working in low paying positions that often still require the support from Public Assistance programs.

The Door-2-Door Workforce Initiative: Construction and Manufacturing will provide lower literacy students and workers with resources to support their journey to successfully open many workforce doors and opportunities via enhanced academic supports, customized skillset trainings and employment assistance. The Door-2- Door Workforce Initiative is designed to equip clients at any point in their progress towards self-sufficiency with a Career Success Plan inclusive of ongoing education and training to increase workforce skills and opportunities in the Manufacturing and Construction professions. The Workforce Initiative includes an Educational Success Plan and a Career Pathway Plan. The Educational Success Plan support industry specific bridge courses aim to build content knowledge, communication skills, and learning skills necessary to be successful in the post-secondary certificate and training programs.

The Door-2-Door Workforce Initiative has established partnership agreements with several local manufacturing and construction businesses to support every newly trained student having access to employment opportunities. The Colorado Springs Housing and Building Association has agreed to interview every construction student, while Volt Temporary Services, which represents manufacturers, and Skyline Products, a local headquarters electronics company, have agreed to interview Door-2-Door manufacturing students.

Durango Education Center
FY15 Award Amount: $80,220
Contact: Teresa Malone
Phone: 970-385-4354 x11Colo
Email: tmalone@durangocenter.org
Address: 701 Camino del Rio, Suite 301,
Durango, CO 81301

Partners: Durango Education Center, Southwest Colorado Community College/Pueblo Community College, Durango Workforce Center, The Training Advantage

Program Description:
The Southwest Colorado Career Pathways Partnership (Partnership) comprises four effective adult literacy, career training, and employment agencies in southwest Colorado. The goal of the Partnership is to implement activities that will improve the literacy and increase the sustainable-wage employability of the region's low-income, low-literacy adults.

The Partnership comprises: 1) the Durango Education Center, a nonprofit adult basic literacy provider with 28 years of experience, which serves adults throughout La Plata and San Juan counties; 2) Southwest Colorado Community College, a two-campus branch division of Pueblo Community College with accredited career and technical education programs; 3) the Durango Workforce Center, a Colorado OneStop Center; and 4) SUCAP/The Training Advantage, a nonprofit WIA/WIOA contractor with more than 40 years of experience providing employment and training support services throughout southwestern Colorado.

The Partnership proposes to accomplish two main projects within the one year timeframe:

1) Strengthen local employer participation in all phases of the talent development process for adult learners seeking middle-skill jobs. The goal is to engage at least 15 local employers in the career pathways process for adult learners, beginning with career exploration, thorough training, and into job placement. The target employers for this Partnership are those that need skilled workers in the industries of energy, healthcare, and others paying self-sufficient wages.

2) Pilot a series of accelerated adult basic literacy, adult secondary education, and English as a Second Language training programs to more rapidly move adult learners through the career pathway process. The fast-tracked format will focus on one high school equivalency test subject or one English level for 60 hours/month instead of the 24 hours/month that is currently offered in the local area. Outcomes such as educational gains, persistence, progress into post-secondary education and training, and ultimately self-reliant employment will be compared between adult learners participating in the accelerated versus non- accelerated program.

Pueblo Community College
FY15 Award Amount: $60,455
Contact: Juanita S. Fuentes
Phone: 719-549-3255
Email: Juanita.fuentes@pueblocc.edu
Address: 900 W. Orman, Pueblo, CO 81004

Partners: South Central BOCES, Pueblo/Upper Arkansas Workforce, Pueblo County Department of Human Services, Project Access – Catholic Charities

Program Description:

The mission of the newly created Direct-Connect Program will be two-fold. First Direct-Connect will provide Tier II Intensive General Education Development (GED) courses for Adult Basic Education (ABE) students who are close to obtaining their high school equivalency. Second, Direct-Connect will ensure its graduates are capable of pursuing additional education and training and/or immediately obtaining sustainable employment so they can successfully lead independent lives free of public assistance, through the Direct-Connect partnerships. The students in Direct-Connect will receive the wrap around social and emotional supports and life skills needed to begin their secondary education or become gainfully employed. This unique combination of academic and soft skills distinguishes Direct-Connect from other ABE programs.

Direct-Connect Program Goals are to:
- Increase Direct-Connect student attendance
- Increase Direct-Connect student achievement of G.E.D
- Increase Direct-Connect student enrollment in a Career Pathway
- Increase Direct-Connect student gainful employment opportunities
- Increase Direct-Connect student social emotional/wellness(self-management)

The Direct-Connect Program will offer more than G.E.D curriculum content. Added component will be Track I Higher Education Pathways where students will explore career pathways available to them through higher education, and Track II Job Readiness Training. Track I and II will offer students career pathways exposure through hands-on activities, tours and speakers. Track II will offer students an opportunity to gain soft skills desired by employers. At this time no similar program exists in Pueblo to encourage and support student through the process of obtaining a high school equivalency credential and gaining sustainable employment. The partners identified in this proposal are committed to this goal.

This program will have a positive effect on 60 ABE Students with the goal of the program to help them become self- sustaining past the grant period. The effect will be measured by the number of ABE graduates who successfully obtained a high school equivalency and continue on to pursue a degree or trade certificate and others gaining direct workforce skills will all eventually obtaining self- sustaining employment. Students will be motivated to enroll in Direct-Connect to receive intensive instruction on completing the last one or two component of their high school equivalency, and receive assistance with pre-post and final assessment costs. Finally, there will be the opportunity to gain additional job readiness skills and learn about career options so they can earn higher wages and have a better future.

Appendix D: 2014-2015 End of Year Reporting Survey

Directions: Provide only the information requested. Attach additional pages as necessary to complete the Annual Performance Report (APR)

Submit the completed APR via e-mail to: Jirous_j@cde.state.co.us

Due Date: The FY14-15 Annual Performance Report is due via e-mail by May 1, 2015.

Program Name	
Program Director	
Address City ZIP	
Phone	
Fax	
Director's e-mail	
Web Site / URL	

Program Director's Signature
The signature above is certification that the information provided in the FY14 Annual Performance Report accurately represents the program's performance and activities.

Part I. Instructional Program and Services Narrative (up to two pages)

Describe the instructional programs and services goals. Provide a narrative explanation for any goals that were not met and strategies that will be employed to try to reach them in the future.

Part II. Enrollment
Note: Student enrollment data should be reported in the aggregate. Individual student data should be kept on record for future reference

A. Program Participation (if applicable)

How many students participated in the program and services?

	Anticipated number of students	Actual Number of students.
Number of students		

Provide a narrative explanation if the program did not meet the anticipated number of adult students who participated.

B. Participant Demographics (if applicable)

Race

	Male	Female
American Indian		
Asian		
Black		
Hispanic		
Native Hawaiian		
White		
Two or More Races		

Ethnicity

	Male	Female
Hispanic/Latino		
Not Hispanic		

Labor Force Status

	Number of students
Employed	
Unemployed	
Not in the Workplace	

Highest Level of Education

	Number of students
No Schooling	
Less than 12 credits	
12 (no diploma)	
High school or Alternate Degree	
High school equivalency	
Some College (no degree)	
College or professional degree	
Unknown	

Education Completed In

	Number of students
Colorado	
U.S. Other State	
Outside the U.S.	

Referral Information

	Number of students
Family, Friend, neighbor	
Workforce center	

Vocational rehab	
Health/Human services	
Employer	
Community Assistance Agency	
Educational agency	
Court or corrections	
Printed ad or flyer	
Internet/Web	
Other	
Previously Attended	

Specific Student Status

	Number of students
Disabled	
Learning Disabled	
On Public Assistance	
Low Income	
Single Parent	
Dislocated Worker	

Program Type

	Number of students
Family Literacy	
Workplace Literacy	
Homeless program	
In correctional facility	
In community corrections	
Other institutional program	
Work-based project	

Part III. Assessment and Learner Outcomes (if applicable)

How many students made educational gains as measured by standardized tests and training completion?

	Number of students
Gains measured by standardized test	
High School Equivalency Diploma	
Training completion	

How many students transitioned to postsecondary or skills training?

	Number of students
Transitioned to postsecondary or skills training	

How many students received workforce services, including the number of students who entered employment?

	Number of students
Received workforce services	

Entered employment	

Provide a narrative explanation if the program did not meet the anticipated student growth outcomes.

Part IV: Program Partnerships

Complete the chart below.

List all counties in which the program provides services	
Workforce Region in which program resides/operates	

Partnerships Narrative (up to 1 page)

1. Provide the names of the employers, agencies or organizations with which you have a partnership.

2. Provide a brief description of how collaboration with agencies (including employers) supported the program's goals and increased its effectiveness.

3. Describe any successful partnerships that helped to prepare learners for the workforce or improved their employment opportunities.

Definitions
Workplace: any efforts or new contracts with employers to provide on-site adult education instruction.
Workforce: any efforts with local workforce (one-stop) centers or regional workforce investment boards.
Partnerships: any collaborative efforts with another agency to support workforce development.

Part V: Supplemental Narrative (optional, no more than 1 page)
Provide a brief narrative describing any new directions, significant events, innovative initiatives, or new community partnerships undertaken by the program this year.

Appendix E: Components of Adult Career Pathways

Seven Components of an Adult Career Pathway Program
1. Personal Needs - Types of Personal Needs:
    a. Financial - most students going back into the classroom have been out of school for a while and do not have the financial means to pay for school while trying to balance supporting a family, etc.
    b. Logistical - goods and services required (transportation, childcare, etc.)
    c. Personal - criminal background, personality, self-discipline, job search skills.
    d. ESL - first generation immigrants may need help with understanding, reading, and speaking English.
2. Academic Skills
    a. Remedial- academic proficiencies necessary to complete foundational work in postsecondary programs. Employers value employees that can come into entry level positions that already possess useful skills-(math reading, writing) as much as they do career-specific skills.
    b. Career foundation- math, communication, technology, and science skills necessary to pursue industry specific jobs. Blending academic concepts with workplace context offers concrete learners a new perspective on how the academic content they are learning relates to their future career.
3. Career Focus
    a. Targeted career guidance through:
    b. Identifying individual strengths and building on them
    c. Identifying good jobs. Guidance to a career that will suit individual interests
    d. Creating educational pathways that will open the door to desired career. Information on the steps needed to get there
    e. Fostering personal and behavioral qualities that will contribute to success in the career
    f. Job search, interview, and application skills development
4. Employability Skills
    a. Critical Skills: Teamwork, Critical Thinking, Problem Solving
    b. Teamwork can be implemented in communication/language arts courses and practiced in career and technical courses.
    c. Critical thinking and problem solving skills can be implemented into math courses if taught in the context of career and technical skills. Also, these skills can be taught in communication and science courses.
    d. Employee mentors and participation of college mentors is necessary to help encourage and support learners to practice employability skills. This mentoring can translate into individual counseling sessions.
5. Career & Technical Skills
    a. Academic content and career/technical content.
    b. Infusing academic rigor and problem solving exercises into career and technical content
    c. Determined by a program advisory committee made up of employers in the technical field. The early stages of the curriculum should focus on content applicable to a broad range of jobs in the field. The later stages should focus on knowledge and skills pertaining to specific jobs and employers.
    d. Some skills can be best applied "on the job." Targeting and identifying which skills these are can be done by the program's advisory committee at the college and/or program.

6. Job Entry Skills
    a. Skills necessary for employment after completing the "prep stage."
    b. Determined by the advisory group.
    c. The employer representatives in the program advisory committee must be at least "second-level managers" rather than "first-level supervisors."
    d. Effective programs will lead to long term employment and growth in careers.
    e. Employers today value employees who can use computers and have basic IT skills. These job entry skills give significant leverage to potential employees who have the skills versus those who do not.
7. Advanced Skills
    a. Represent company specific skills on knowledge or practices.
    b. Serve a dual purpose:
    c. Satisfy company specific skill requirements
    d. Move learners closer to long term educational goals.
    e. Will involve high level collaboration between business and education.
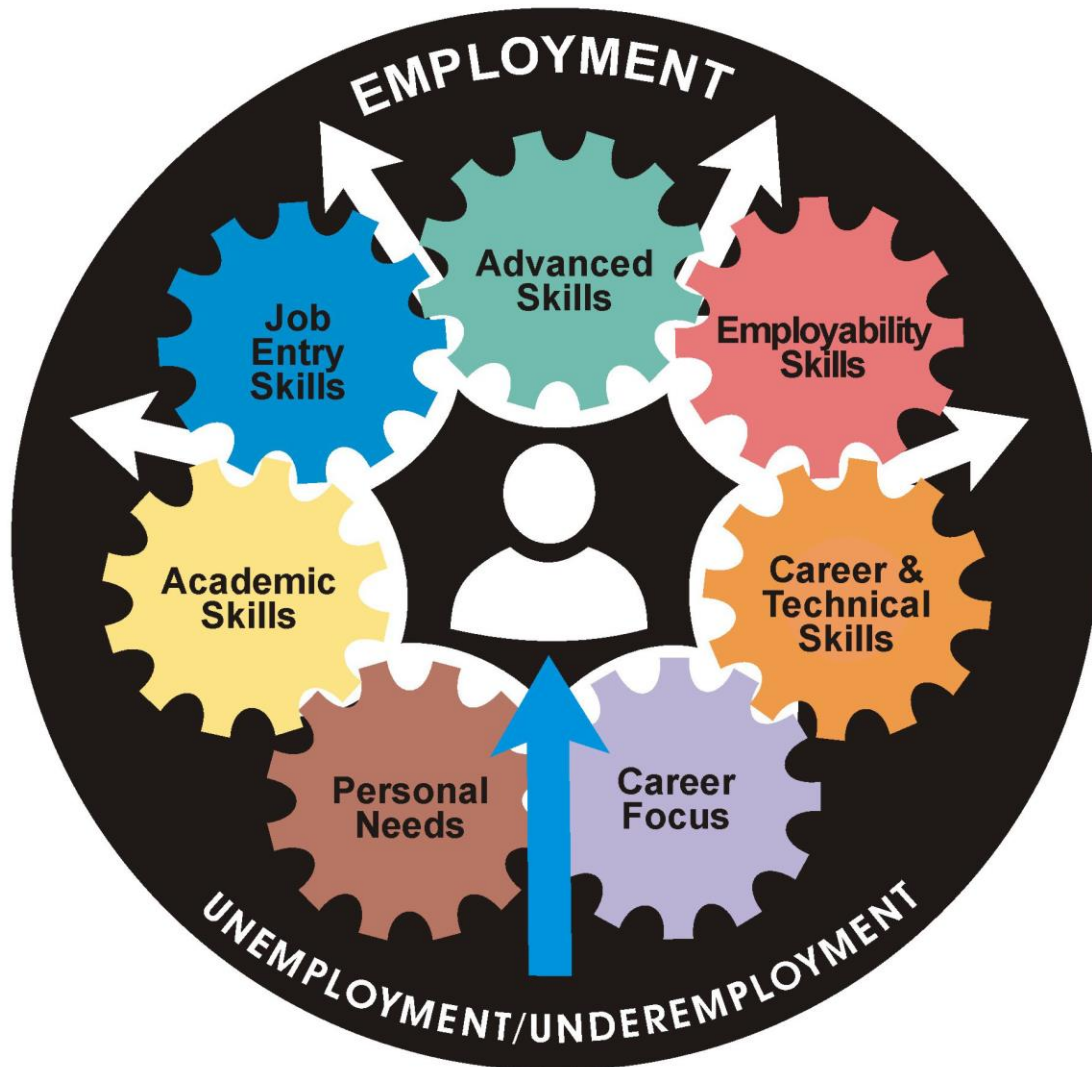
Appendix F: Elements of a Career Pathways Infrastructure

1. **Cross-agency Partnerships:** Adult Basic Education programs carry out coordinated activities with community colleges, career and technical education institutions, workforce development, businesses, social services, and other entities to implement a comprehensive local/regional career pathways system.

2. **Sector or Industry and Employer Engagement:** Adult Basic Education programs work with business and industry partners in identifying career pathways target occupations and the skills, training, and credentials required for participants' placement into target occupations.

3. **Education and Training Services:** Adult Basic Education programs, in collaboration with partners, provide processes, procedures, and materials for the delivery of assessment, instruction, training, and support services that facilitate participants' development of a plan for a career pathway that documents progress toward completion of postsecondary education and training and attainment of high-demand, family-sustaining jobs. Professional development is provided to support staff in delivering education and training services.

4. **Policies:** Adult Basic Education programs, in collaboration with local and state partners, provide career pathways system guidance for conducting assessment; delivering instruction; providing advising, support, and referral services; participating in training and technical assistance; providing financial support to participants; and collecting, analyzing, and reporting data.

5. **Funding:** Adult Basic Education programs identify costs, funding sources, and procedures for obtaining funds to implement comprehensive career pathways services that include ongoing professional development and data systems management.

6. **System Change and Performance Measurements:** Adult Basic Education programs use data on participant background characteristics, attendance, learning progress, credential attainment, and employment to assess participants' progress and outcomes and to identify program practices and policies that can facilitate participants' attainment of career pathways outcomes.

Developed by the US Department of Labor – Employment and Training Administration. May 2011
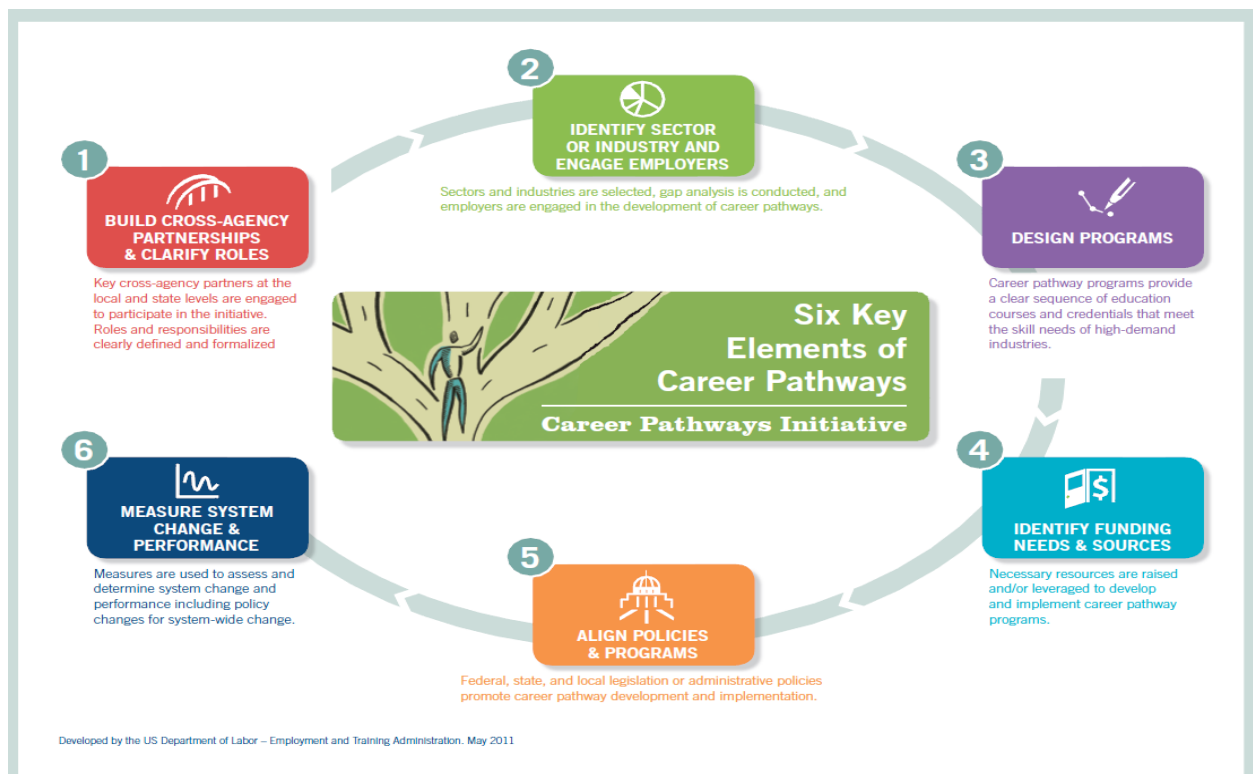
Appendix G: Infrastructure Survey Results

Adult Education and Literacy Grantee System Infrastructure Survey

The Adult Basic Education Provider Career Pathways Survey is designed to be used by adult basic education (ABE) administrators and staff in:

- Documenting their programs' current career pathways activities in the key components of a local/regional career pathways system;
- Determining gaps in ABE programs' current career pathways activities; and
- Designing the implementation of new and expanding existing career pathways activities in ABE programs.

The survey also is intended to stimulate ABE program staff's thinking about local/regional career pathways systems and the types of activities that can be taken by ABE programs and their partners to facilitate ABE learners' development of a career pathway. The ABE Provider Career Pathways Survey was developed as part of the Moving Pathways Forward: Supporting Career Pathways Integration project, funded by the U.S. Department of Education's Office of Career, Technical, and Adult Education. This project is providing technical assistance to your state in the development of state and local career pathways systems that can assist youth and adults to achieve success in postsecondary education, training, and employment in high-growth and high-demand occupations. One goal of the Moving Pathways Forward project is to expand and enhance ABE programs' implementation of local/regional career pathways systems and services. The project is guided by the following definition of career pathways that was issued in a Joint letter from U.S. Departments of Education, Health and Human Services, and Labor (April 4, 2012):

Career pathways is a series of connected education and training strategies and support services that enable individuals to secure industry relevant certification and obtain employment within an occupational area and to advance to higher levels of future education and employment in that area.

Identify Sector or Industry and Engage Employers
ABE programs should work with business and industry partners in identifying career pathways target occupations and the credentials required for participants' placement into target populations. For each of the items listed below, rate the extent to which your ABE program is conducting the activity by selecting the appropriate rating column. For each item rated as "Activity is Underway" (2), in the last column describe the types of activities that your ABE program is conducting.

	No Activity is Underway (0)	Activity is Being Discussed (1)	Activity is Underway (If selected describe this below) (2)	Activity Completed (3)
1. My ABE program has identified high-demand and growth industry sector (s) in the community or region.	0	1	0	8
2. My ABE program has identified the types of projected jobs in the high-demand and growth industry sector (s) in the community or region.	0	2	1	6
3. My ABE program has analyzed the education and skill needs of employers in the community/region.	0	2	3	4
4. My ABE program has developed an outreach strategy to determine which employers to target and how to engage them in career pathways system activities.	1	3	4	1

Has your ABE program conducted any other activities related to working with business and industry on career pathways activities?

Answer Choices	Responses
Yes	5
No	4
Total	**9**

Please identify the key industry in your region you are focused on in your program

Answer Choices	Responses
Advanced Manufacturing	2
Creative Industries	1
Energy and Natural Resources	2
Health and Wellness	3
Infrastructure Engineering	1
Total	**9**

Provide Education and Training Services

ABE programs, in collaboration with partners, provide processes, procedures, and materials for the delivery of assessment, instruction, training, and support services that facilitate participants' development of a plan for a career pathway that documents progress toward completion of postsecondary education and training and attainment of high-demand, family-sustaining jobs. Professional development is provided to support staff in delivering education and training services.

	No Activity is Underway (0)	Activity is Being Discussed (1)	Activity is Underway (if selected describe this below) (2)	Activity Completed (3)
1. Adult basic education instruction within my program is accelerated academically to prepare learners for placement in postsecondary credit courses or training.	1	1	3	4
2. Assessments are used in my program to place adult basic education learners into accelerated instruction and to measure their college readiness. (Please list the assessments used below #8)	0	1	3	5
3. Adult basic education instruction in my program is contextualized to incorporate applications from high-demand and growth occupations, as well as from postsecondary education.	1	2	2	4
4. Adult basic education instruction in my program is articulated with postsecondary academic and career- technical training instruction.	0	2	3	4
5. Adult basic education instruction in my program is accelerated in terms of duration to facilitate advancement into postsecondary education or employment.	0	2	3	4

6. My Adult basic education program provides advising, counseling, and transition services to facilitate learners' movement to postsecondary education and training.	0	1	4	4
7. Adult basic education and postsecondary education staff work together in my program to facilitate the transition of ABE learners to postsecondary education and training.	0	2	3	4
8. Professional development is provided to ABE staff to support ABE program's career pathways activities.	0	2	3	4
9. My Adult basic education program helps learners prepare individualized career plans to guide their progression through an occupational pathway, which specify the education, training, and credentials they must complete to attain their goals.	0	2	3	4
10. Supportive services are available to ABE learners in my program, including job placement services, career guidance, and financial aid counseling, especially during points of transition.	0	1	4	4

Is there additional education or training services that the ABE program is providing to support career pathways?

Answer Choices	Responses
Yes	4
No	5
Total	**9**

Identify assessments used from question #2-Check all that apply. If you answered "other" please list what else is used.

Answer Choices	Responses
TABE	5
CASAS	0
BEST Plus	0
GAIN	0
Accuplacer	1
CCPT	1
Other	0
Total	**7**

What duties does the navigator/case manager perform?

Answer Choices	Responses
Program does not include a career navigator/case manager	1
Career Counseling	7
Enrollment Process Support	8
Community College, WF Center, AE Liaison	8

Financial Aid Support/Assistance	7
Motivation and Retention Activities	7
Academic Advising, Career Pathways Connections	8
Knowledge of Assessments (TABE, Accuplacer)	8
Business and Industry Liaison	7
Data Collection	8
Community Support-develop relationships with service providers	8

Implement Policies

ABE programs, in collaboration with local and state partners, provide career pathways system guidance for conducting assessment; delivering instruction; providing advising, support, and referral services; participating in training and technical assistance; providing financial support to participants; and collecting, analyzing, and reporting data.

	No Activity is Underway (0)	Activity is Being Discussed (1)	Activity is Underway (if selected describe this below) (2)	Activity Completed (3)
1. My ABE program has documented policies/guidance regarding learners' skill levels to be placed in accelerated ABE instruction to prepare them for postsecondary participation.	1	2	1	5
2. My ABE program has documented policies/guidance regarding learners' readiness to take the High School Equivalency or other secondary credentialing test.	2	0	2	5
3. My ABE program has documented policies/guidance about the types or instructional approaches and/or instructional content to use to prepare learners for participation in postsecondary courses.	0	2	2	5
4. My ABE program has documented policies/guidance about the types of advising that learners should receive to ensure their completion of the high school equivalency or other secondary credential.	1	2	2	4
5. My ABE program has documented policies/guidance about the types of activities that ABE staff need to perform to assist learners to transition to postsecondary education or employment.	0	2	3	4

Does your ABE program currently have other types of policies/guidance for the implementation of ABE services to support learners' development of a career pathway?

Answer Choices	Responses
Yes	1
No	8
Total	**9**

Has the ABE program identified funding sources, in addition to current ABE funding, to support career pathways services?

Answer Choices	Responses
Yes	6
No	3
Total	**9**

Current Funding is supporting the Following Core Components of a Career Pathways System (Check all that apply):

Answer Choices	Responses
Program Services (assessment, instruction, advising, counseling)	9
Professional Development	9
Supportive Services	8
Administrative Costs	7
Total Respondents: 9	

Use Data to Monitor and Evaluate Performance

ABE programs use data on participant background characteristics, attendance, learning progress, credential attainment, and employment to assess participants' progress and outcomes and to identify program practices and policies that can facilitate participants' attainment of career pathways outcomes.

	No Activity is Underway (0)	Activity is Being Discussed (1)	Activity is Underway (if selected describe this below) (2)	Activity Completed (3)
1. My ABE program has identified the learner outcomes (e.g., program completion, credential attainment, job placement, wages, etc.) that will be measured to evaluate the success of the program's career pathways system.	0	2	2	5
2. My ABE program has identified the data that need to be collected to document the learner outcomes that will be measured to evaluate the success of career pathways.	0	1	3	5
3. My program has established processes for collecting and sharing performance data to document learner outcomes, evaluate program success, and continuously improve the effectiveness of the various services in the program's career pathways system.	0	2	4	3

Does the ABE program use learner or other types of data to assess learners' progress and outcomes, or the quality of ABE services?

Answer Choices	Responses
Yes	6
No	3

Conduct Public Relations and Ongoing Communication

ABE programs, in collaboration with partners, provide messaging and ongoing communication with stakeholders and constituents about career pathways purposes, benefits, activities, and outcomes

	No Activity is Underway (0)	Activity is Being Discussed (1)	Activity is Underway (if selected describe this below) (2)	Activity Completed (3)
1. My ABE program conducts public relations activities to disseminate information about career pathways with the community or region.	1	2	4	2
2. My ABE program communicates with local/regional partners or other stakeholders about the goals, benefits, and outcomes from career pathways.	1	0	4	4

Appendix H: Evaluation Methodology

Data Collection

Evaluation data were collected from all nine three-year grantees funded by the AEL grant program. Grantees were responsible for submitting their Annual Evaluation to the CDE.

The results reported in this document reflect data collected by May 1, 2015 for the period of January 1, 2015 to April 30, 2015. Throughout the reporting period, Office of Adult Education Initiatives program staff were available to assist with problems and answer questions.

Finally, the Office of Adult Education Initiatives staff conducted mathematical checks to correctly calculate and tabulate data. These strategies ensure that year-end reporting is as accurate as possible. If data were not accurate, Office of Adult Education Initiatives staff would contact the grantee for clarification and revisions. Office of Adult Education Initiatives staff analyzed the data for any irregularities.

Analysis

Data from the materials collected as a Word document by the Office of Adult Education Initiatives staff was transposed to an Excel spreadsheet, which facilitates the statistical analysis of demographic and outcome data. Quantitative and qualitative analysis was conducted by Office of Adult Education Initiatives staff.

Appendix I: Adult Workforce Development Partnerships Advisory Board Members

Name	Title/Position
Chaer Robert	Manager of Family Economic Security Program, Colorado Center on Law and Policy
Elise Lowe-Vaughn	Director, Workforce Programs, Colorado Department of Labor and Employment
Frank Waterous	Senior Policy Analyst, Bell Policy Center
Jennifer Jirous-Rapp	State Programs and Pathways Manager, Office of Adult and Workforce Partnerships, CDE
Josh Evans	Executive Director, The Learning Source
Kim Burnham	Senior Consultant, Competitive Grants, CDE
Kim Nugent	Chief BD Officer
Lynn Bambury	Director, Competitive Grants and Awards, CDE
Tricia Johnson	Director, Office of Adult Education Initiatives, CDE
Misti Ruthven	Director, Office of Postsecondary Readiness, CDE
Pete Matthews	Marketing and Sales Operations Professional
Rhonda Epper	Department of Higher Education
Representative Rhonda Fields	State Representative
Sarah Heath	Dean of Career and Technical Education, Colorado Community College
Senator Rachel Zenzinger	State Senator
Shirley Penn	Chair, Colorado Adult Education Professional Association
Stephanie Steffens	Director, Colorado Workforce Development Council
Terry Scanlon	Public Affairs Manager, Colorado Center on Law and Policy

Appendix J: Definitions and Terms

- **Adult education and literacy programs** - programs that provide adult basic education, adult education leading to a high school equivalency credential, English language acquisition instruction, or integrated basic education and skills training
- **Career Pathway -** a series of connected education and training programs, work experiences, and student support services that enable individuals to secure a job or advance in a demand industry occupation
- **Department** - the Colorado Department of Education created and existing pursuant to C.R.S. 24-1-115
- **Eligible adult** - a person who:
  - Is at least 17 years of age
  - Is not enrolled in a public or private secondary school; and
    - Lacks a high school diploma or its equivalency; or
    - Is in need of English language acquisition instruction; or
  - Lacks sufficient mastery of the basic literacy and numeracy skills necessary to enable the person to function effectively in the workplace.
- **English language acquisition instruction** - instruction that is designed to assist a person with limited English proficiency to achieve competence in the English language, thus allowing the person to understand and navigate governmental, educational, and workplace systems
- **Grant program** - the Adult Education and Literacy Grant Program created in C.R.S. 22-10-104
- **Literacy** - a person's ability to read, write, and speak English at levels of proficiency that are necessary to function on the job and in society, achieve the person's goals, and develop the person's knowledge and potential
- **Local educational provider** - one of the following entities that the Department recognizes as providing appropriate and effective adult education and literacy programs
  - A secondary or postsecondary, public or private, nonprofit educational entity, including but not limited to a school district, charter school, board of cooperative services, state institution of higher education, junior college, and area vocational school;
  - A community-based, nonprofit agency or organization;
  - A library;
  - A literacy council or other literacy institute;
  - A business or business association that provides adult education and literacy programs either on- site or off-site;
  - A volunteer literacy organization;
  - A work force board, as defined in Section 8-83-203, C.R.S., that oversees a work force investment program described in the "Colorado Work Force Investment Act," Part 2 of Article 83 of title 8, C.R.S;
  - A one-stop partner, as described in section 8-83-216, C.R.S., under the "Colorado Work Force Investment Act," Part 2 of Article 83 of Title 8, C.R.S.; or
  - A consortia of entities described in this subsection
- **Numeracy** - a person's ability to compute and solve mathematical problems at levels of proficiency that are necessary to function on the job and in society, achieve the person's goals, and develop the person's knowledge and potential
- **Office** - the Office of Adult Education Initiatives, within the Department which is responsible for adult education and literacy
- **State Board** - the State Board of Education created in Section 1 of Article IX of the State Constitution
- **Workforce Development Partnership** - a collaboration that assists adults in attaining basic literacy and numeracy skills leading to additional skill acquisition, postsecondary credentials, and employment. At a

minimum, a workforce development partnership must include a local education provider, at least one postsecondary education or training provider, and at least one workforce development provider

- **A postsecondary education or training provider** includes:
  - A state institution of higher education, junior college, or area vocational school;
  - An apprenticeship program;
  - An entity that provides accelerated education and skills training certificate programs created pursuant to Part 9 of Article 60 of Title 23, C.R.S.;
  - An entity that operates programs through the manufacturing career pathway established by the State Board for Community Colleges and Occupational Education as provided in Part 10 of Article of Title 23, C.R.S.; and
  - A community-based workforce development program that is operated through the Colorado customized training program created in Section 23-60-306, C.R.S.
- Workforce development provider includes, but need not be limited to:
  - A work force investment program described in the "Colorado Work Force Investment Act," Part 2 of Article 83 of Title 8, C.R.S.; and
  - A program that is supported by the state workforce development council created in Article 46.3 of Title 24, C.R.S.
- **Measureable student outcome** - student success indicators, which may include, but are not limited to, student employment, educational gains, and locally set goals

Endnotes

1 Colorado Workforce Development Council (CWDC). 2015. The Colorado Talent Pipeline Report. https://www.colorado.gov/pacific/sites/default/files/2015%20Talent%20Pipeline%20Report.pdf

2 Hinckley, R., Mills, D., & Cotner, H. (2011). Adult Career Pathways: Providing a Second Chance in Public Education. Waco, TX: CORD Communications

3 Colorado Workforce Development Council (CWDC). 2014. Creating Career Pathways in Colorado: A Step-by-Step Guide, http://www.dol.gov/NationalDialogue/ColoradoCareerPathwaysGuide.pdf

4.U.S. Department of Labor. (2011). Career Pathways Toolkit: Six Elements for Success. http://www.workforceinfodb.org/PDF/CareerPathwaysToolkit2011.pdf